

**Carl D. Perkins Vocational and
Technical Education Act of 1998
PL 105-332**

Secondary Vocational and Technical Education

**2001-2002 10% State Reserve Grants
Project Descriptions**



**Wisconsin Department of Public Instruction
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Madison, Wisconsin**

Developed by
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Table of Contents

Agriculture Education.....	2
Business Education.....	8
Family and Consumer Education	21
Health Occupations Education.....	29
Marketing Education	36
Other Certificated Work-Based Learning Programs	45
Technology Education.....	51

Agriculture Education

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #10 (Bloomer, Bruce, Cadott, Eleva-Strum, Granton, Greenwood, Ladysmith, Osseo Fairchild, Spencer, Stanley)	AG	Ag Certified Co-op	12	6	6	dunahee@cesa10.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
AG Plant Science and Animal Science Certified Skills Co-op		\$17,955			\$17.955	
<p>The purpose of this project is to establish the AG Co-op Skills Standards Program in districts that did not participate in 2000-2001. None of the districts that have committed their participation in this application have students enrolled in or access to the AG Certified Co-op Program in Plant Science or Animal Science. This project will be an enhancement and extension of the basic grant submitted by CESA 10 under CP funding. It is expected that students will, upon completion of graduation requirements, earn a HS diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program, articulated credits with technical college programs, career and postsecondary portfolio supporting student's achievement and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. The intent is to form a cadre of teachers and business/industry partners across the region (along with other vocational education certified co-op program areas) to become known as the Certified WBL Partnership. Funds will be used to provide professional (staff) development in the following areas: supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business and industry partners, career development activities pertaining to AG, establishing articulated agreements with technical college program and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the Certified AG Co-op Program. Students will be able to achieve academic standards along with occupational and employability skills in the field of AG, particularly in Plant Science and/or Animal Science. Local advisory groups and a CESA 10 regional advisory council will provide input and directions on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA representative. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, business systems, business management, and financial systems are some of the major needed occupational areas in CESA 10. Labor market profiles indicate shortages in these areas as well as in the areas of engineering and manufacturing.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #11 (Amery , Baldwin-Woodville, Barron, Boyeceville , Cameron , Clayton, Clear Lake, Cumberland, Durand , Ellsworth, Elmwood , Frederic, Glenwood City, Hudson , Luck, New Richmond, Osceola , Plum City, Prairie Farm, Prescott , River Falls, Shell Lake , Siren, Spooner, Spring Valley , St. Croix Central , Turtle Lake, Unity, Webster)	AG	Community Supported Agriculture	25	3	25	nancyg@cesal1.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
AG Plant Science Certified Skills Co-op		\$39,200			\$39,200	
<p>Purpose: Develop certified agriculture program in ten schools. Train ten new districts' Agriculture/Science Teachers to expand and sustain certified agriculture program: Project brings together innovative small farmers from NW Wisconsin who are involved in Community Supported Agriculture (CSA), together with agriculture and science teachers from CESA #11 to plan and help implement a two-week summer training for 20 high school agriculture and science teachers during the summer of 2002. Teachers will learn about the potentials of community supported agriculture with a focus on sustainable, low energy, low chemical use and organic practices. The teachers will also develop plans and curriculum integration strategies necessary for implementing a Skill Certified Agribusiness-Plant Science Co-op Program which includes skills such as soil management, physiology, marketing, sales, customer relations, communications, technical assistance, plan morphology and professional development. Core employability skills will also be taught. The training will take place as part of CESA #11's Facilitating the Future, which brings together 200-300 teachers from CESA #11, CESA #12 and CESA #10 schools and from WITC for two weeks each summer for a rich professional development experience and five days of follow-up during the school year. Part of the planning for this teacher training will include small CSA farmers who can help develop practical plans and provide students and teachers with hands-on work experiences and ongoing technical assistance as they implement Agribusiness Co-op and Youth Apprenticeship programs. The goal for this planning is to design a community-based infrastructure of school-based learning and practical, hands-on farm experience through which students will gain the knowledge, skills and attitudes needed to be entrepreneurs capable of thriving in the changing world of agriculture. Rick Hall, farmer, environmental educator and Director of Philadelphia Farms in Osceola, will work with Dona Leonhard, CESA #11 Work-based Learning Coordinator, to convene area CSA farmers to undertake this planning. During the 2001-2002 school year, 10 school districts' agriculture and science instructors and project staff will work together to develop plans and curriculum necessary for implementing the Skill Certified Agribusiness-Plant Science Co-op Program within their school. During the spring-summer-fall of 2002, Philadelphia Farms will look to employ at least two students (or assist two students to be self-employed) through the community supported agriculture model. Other CSA farmers will be employing at least 18 students using the model. This would be structured as a supervised work-based experience in keeping with the requirements of the Certified Skills Co-op Program. Rick Hall and Dona Leonhard will also make available fifteen full day field trips for schools within CESA #11 to the Philadelphia Farm and other CSA farms to expose middle school students to a working example of sustainable agriculture and to the entrepreneurial possibilities of community supported agriculture. These will take place during the 2001-2002 school year. This project looks to Community Supported Agriculture as a steadily growing and viable form of agriculture. A 1998 study on 14 CSA operations in NW Wisconsin conducted by the Rural Development Institute of UW River Falls showed that CSA farming can be profitable and provide an adequate standard of living. This has been confirmed through conversations with local CSA farmers and UW agriculture agents. CSAs, based on personal service, cooperative, relationship-based networks, and risks shared between producers and consumers, have become a reasonable means for young people to enter into farming. CSAs respond to a growing interest that people have in supporting local farmers and in acquiring high quality, healthy food.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Manitowoc (Brillion)	AG	Agribusiness/Animal Science, ES, & YA	44	6	12	ellingerr@mpsd.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Animal Science Certified Skills Co-op, Wisconsin Employability Skills Certificate, Youth Apprenticeship		\$30,300			\$30,300	
<p>An animal based/school based program will be implemented that provides: 1) Certified Co-op Skills-Animal Science, 2) Youth Apprenticeship opportunities and 3) employability skills. The program will serve a diverse population and encourage multi-curricular involvement and curriculum will be integrated from Agriculture Education, Technical Education and Family and Consumer Education. The implementation of the entrepreneurial program also creates opportunities to integrate Biology, Business, Mathematics and English. The current Agriculture program works cooperatively with local animal husbandry centered businesses. Communication with owners of local businesses will enhance the effort to train students for work in the animal science industry.</p> <p>Research and statewide efforts in AG education point out the tremendous need for this program. A large majority of Brillion AG students live in the urban environment. Few of the AG students live on farms with access to animals and the ability to provide animal care. An animal lab will be developed on the new high school campus in a rural setting. The structure will be separate from the high school facility. Technical Education students and the teacher will be involved in the development of internal and external structural drawings. These same students will also assist in the construction of the animal lab. The expertise of the men and women in the construction trades will be utilized as the students will work side by side with them in the construction process.</p> <p>Technology Education students will also work with AG students in the design and construction of the internal organization of the building. Cages and work stations will be developed cooperatively. Equipment and materials used in the animal science industry to train students will be purchased. The entrepreneurial program will allow students to raise poultry and other animals for eventual sale in the market place. Students will incubate chicks and implement the best animal husbandry practices in the care of animals and develop a niche in the market place and line up buyers at various commercial establishments. Working with the business education program, marketing pieces will be developed that evolve from computer graphic efforts. Family and Consumer Education will be utilizing the product (animals) in advanced cooking classes. Employment opportunities will be advanced as a result of the program. The intent is to communicate and work cooperatively with area employers to give advanced standing to these students. Employers will come on site and work with students and deliver work-based learning.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Oregon	AG	Horticulture YA Program	30	15	30	wju@oregon.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Horticulture Youth Apprenticeship		\$25,000			\$25,000	
<p>CPA Core Indicator #1--The proposed Horticulture greenhouse program is an integral part of Oregon High School's comprehensive educational program. All students participating in the Horticulture greenhouse agriculture program are on track to graduation from high school. Graduation requirements as per Wis. State Statute s.118.33 are as follows: 1) Four credits of English 2) Two credits of math 3) Two credits of science, and 4) Three credits of social studies. In addition each student must earn .25 credits of health, 1.5 credits of Physical Education, and 10.25 credits of electives for a total of 23 credits. The Agriculture-Horticulture-Greenhouse classes including the Production Agriculture Youth Apprenticeship can be used to complete the elective credit requirements.</p>						
<p>CPA Core Indicator #2—The proposed Horticulture greenhouse program will increase the graduation rate of Oregon High School students and particularly the Agriculture Program students because, for the first time, students will have an opportunity to apply academic skills learned in the classes to the greenhouse lab. In addition, increased numbers of students will have the opportunity to participate in the Production Agriculture Youth Apprentice Program because a whole new job market is open to the students. The horticulture classes and lab experiences will prepare students for the many employers who are recruiting people who have above entry-level horticulture skills and experience.</p>						
<p>Greenhouse-Horticulture Program Implementation Plan is as follows:</p> <ul style="list-style-type: none">• The Oregon horticulture advisory sub-committee and the Oregon FFA Alumni organization have met numerous times over the past three years to develop strategies and plans to obtain a greenhouse for the Oregon High School students. The Horticulture sub-committee and alumni were successful in obtaining district funds via a building referendum to cover a part of the cost of erecting a 26' X 53' greenhouse. Once it is erected and the facility becomes operational, the agriculture instructor will coordinate the learning activities that occur in the greenhouse. It is the goal of the advisory committee and alumni to have a greenhouse program and curriculum that serves the needs of all interested departments, teachers, and students in the Oregon High School. Since the greenhouse facility is large, it is the goal of the horticulture advisory committee to have several diversified greenhouse curriculums or operations within the greenhouse facility to accommodate the diverse student interests in the high school.• The Oregon High School Construction Trades class and Agriculture Engineering class students will erect the 1,300 square foot greenhouse beginning August 2001. The Agriculture Alumni and horticulture advisory committee members want to assist in the erection of this greenhouse. Skilled people in the community have volunteered to assist in getting the greenhouse kit erected as per the specification of the greenhouse manufacturer.• Design and build all tables and benches needed to operate the greenhouse. This work will be accomplished by the Ag Engineering and Construction Trades students. This work will begin during the first semester of school. The tentative completion date is November, 2001.• Begin the organization of an FFA Horticulture Club within the Oregon FFA Chapter. Develop the membership and then develop an FFA Horticulture Club Business Charter. Parents will be invited to assist in starting the horticulture business. This activity will begin in September 2001. The Oregon High School Advanced Marketing Class students will complete a community marketing analysis to determine what kind of plants to purchase that will be marketed by the FFA Horticulture Club members. This analysis will start shortly after the beginning of school in August 2001 so that recommendations from the study can be completed to aid in the purchase of the seeds or plant cuttings. Local greenhouse businesses in partnership with the horticulture advisory committee members will assist with the stocking of the FFA Horticulture section.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
(continued)	AG	Horticulture YA Program	30	15	30	wju@oregon.k12.wi.us
<ul style="list-style-type: none"> To get students interested in horticulture and greenhouse management this first year, each of the agriculture classes will receive horticulture instruction that is related to the students' agriculture class. For example: landscaping students will help select the landscaping plants to be nurtured and studied in the greenhouse. Another example is the fish and wildlife class students will help select the plants to be nurtured and studied in the greenhouse that are related to supporting the environment for wildlife. The University of Wisconsin horticulture department will be invited to become a partner in developing the greenhouse instructional program or curriculum. The instructor has a working relationship with Dr. Joy Mc Millan at MATC and Dr. Brent McGowan of the University of Wisconsin Horticulture Department. The greenhouse advisory committee will meet this summer to plan the many different greenhouse learning activities. MATC and University of Wisconsin Madison representation, DNR representation, greenhouse business representation, high school science and special education teachers, students, agriculture instructor, high school guidance counselor, FFA alumni representative, and parents representing a broad range of interests have been recruited to serve on this greenhouse advisory committee. This committee will have the charge of researching and then recommending the greenhouse curriculums to be offered in this greenhouse facility. As soon as it is announced that funding for the greenhouse has been granted, this committee will begin planning. It will be important to evaluate the program after the first year of operation, June 2002. The written evaluation report will be shared with the board of education, administration, advisory committee, FFA Alumni, and the DPI. The evaluation will be completed by the advisory committee, students and the ag instructor. The ag instructor and volunteers from the horticulture advisory committee will share how Oregon's innovative greenhouse program was planned, implemented and used as an integral instructional facility at conventions and workshops when called upon to do so. We want to share the success of this integrated cooperative community venture with others. Students interested in careers in horticulture and in related work-site learning will be placed during the 2nd semester, particularly in the spring months of April and May 2002. By this time students will have learned basic horticultural skills to obtain entry-level employment as a youth apprentice. During the second year of the program Oregon should be able to place students who have above entry-level horticulture skills. It is anticipated that we eventually will place approximately 20-30 students in horticulture related youth apprentice work-site skill training. The horticulture program will increase the youth apprentice program enrollment substantially from 7 students to approximately 30 students by the spring of 2002. Due to meeting the needs of students who have green thumb interests, the horticulture program will increase agriculture enrollments and FFA participation. It is anticipated that students will manage the greenhouse throughout the summer as a volunteer student learner, as an employee of the FFA, or as an employee of the school district. This decision will be made by the advisory committee. <p>The horticulture instructor will complete all necessary reports. This greenhouse project is very dependent on the one-time start-up Carl Perkins 10% grant allocation funding. The \$28,000 of district funds allocated to the greenhouse will be used for other projects if additional funds cannot be raised to fund the entire \$53,000 greenhouse project.</p>						

BUSINESS EDUCATION

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #1 (Muskego, Port Washington)	BE	CISCO and MOUS Certification	153	19	153	keidsmoe@cesa1.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
CISCO I & 2 and MOUS		\$49,000			\$27,000	
<p>Port Washington-Saukville and Muskego High Schools currently offer comprehensive business education programs. However, the demands of the competitive marketplace have motivated the business education departments to intensify the rigor of the curriculum in an effort to facilitate student attainment of challenging academic, vocational, and technical standards. The intent of this proposal is to not only encourage students' successful completion of high school education, but to also provide them with certificates that are globally recognized as the standard for demonstrating computer based application and networking skills. Courses will be offered for the purpose of preparing students for the attainment of two industry certificated programs that are highly marketable and portable. First, both schools will offer a semester course that will enable the students to become core certificated MOUS (Microsoft Office User Specialist) and receive transcribed credit with WCTC (Waukesha County Technical College). It will include the core certification for the computer applications Microsoft Word, Access, PowerPoint and Excel. In addition to the MOUS certification course, Port Washington High School will offer CISCO 1, 2, 3, & 4 as a two-year business education program and will arrange for transcribed credit with a local technical college. Both of the programs will be utilized to emphasize the importance of the successful application of academic skills during the secondary experience in relation to the attainment of desirable post secondary educational and employment opportunities.</p> <p>This proposal offers a unique opportunity for the two high schools to collaborate and share expertise to offer students a valuable educational opportunity in business education. To accomplish this task, the two business education staffs have elected to undertake the training necessary for the creation of curriculum to prepare students for core certification as a Microsoft Office User Specialist and to become Microsoft Authorized Testing Centers (ATC). At this time one instructor at Muskego High School holds the Microsoft core certification. However, the other teachers are not certified nor are the schools designated as Microsoft Authorized Testing Centers. In order to qualify as an ATC, the school must have dedicated hardware and a work area for the purpose of testing. Microsoft will then give the required software to the schools. In addition to the MOUS certification, one of the Muskego teachers will also obtain the MOUS Expert Certification. She will prepare curriculum for two, one-semester courses designed to facilitate students' attainment of the MOUS Expert certification in Access, Excel, Outlook, Word, and PowerPoint. The courses will be offered during FY '03. The teachers from the two districts anticipate utilizing one another as resources and sharing expertise as the program develops.</p> <p>Port Washington High School is also committed to the implementation of the CISCO Networking program. It has already initiated a collaborative arrangement with MATC to obtain the hardware and software needed for the two-year training program. The course will be part of the business education department but will utilize integrated instruction and planning with the assistance of the district technology services, science, and technology education departments. The teachers will be trained in CISCO Networking 2, 3, & 4. The teachers will also create four sequential courses that are each a semester in length. The courses will comprise a two-year program of instruction preparing the student to become a Certified Network Associate. CISCO Networking 1 & 2 will be offered during the FY '02 school year. The teachers involved with the project believe that the adaptation of instruction to the needs of adolescent learners is imperative for student success. Consequently, time to design instructional activities and strategies for this purpose will be used. The provision of nontraditional female role models was one of the primary motivations for the placement of the CISCO program in the all female business education department. The high school will utilize the positive example of female role models, actively recruit, and significantly address the instructional needs of nontraditional learners in an effort to encourage young women to enroll in this profitable certificated program. It will also include the district's Network Specialist, also female, for consultation and as a resource for students' technical development. To move forward with the implementation, the district needs to provide CISCO training for additional staff and planning time for program adaptation.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #1 (continued)	BE	CISCO and MOUS Certification	153	19	153	keidsmoe@cesa1.k12.wi.us

The purpose of this proposal is to provide the resources necessary for:

- Teachers to be trained and obtain MOUS Core certification;
- Muskego high school teacher to be trained and certified as MOUS-Expert;
- Port Washington high school teachers to be trained in CISCO Networking 2, 3, & 4;
- Students to receive MOUS certification while enrolled in course that leads to transcribed credit with WCTC;
- Port Washington high school students will be trained in CISCO Networking 1 & 2 in FY '02 then 3 & 4 in FY '03 that will lead to technical college transcribed credit;
- Expansion of technological capacity with the purchase of the equipment necessary to create a dedicated Microsoft authorized test/work unit;
- Purchase of equipment to facilitate the delivery of instruction in a manner effective for acquiring technologically related learning objectives;
- Planning time for the implementation of the MOUS program and adaptation to the needs of all adolescent learners, especially those designated as special populations;
- Planning time for CISCO Networking implementation and the adaptation of training materials/instruction for the needs of adolescent learners, especially those designated as special populations; and
- Purchase of supplemental instructional resources and supplies associated with program implementation.

The implementation of this grant project will dramatically enhance the relevancy of the business education curriculum in Port Washington and Muskego High Schools. It will significantly expand a number of students' career development plans and future economic capacity. Enhancement of technological capability, coupled with teacher preparation, will in turn allow for expansion of student enrollment leading to industry-based certification and transcribed credit. Obtaining the certification is a catalyst for the students' access to high skill and high wage occupations, entrance to the competitive marketplace, and/or post secondary training. Students will experience enhanced value in the job market be qualified to gain employment in jobs beyond entry level positions. The certificated programs also benefit post secondary educational options. The attainment of advanced skills before enrollment in an educational institution or training program will be a launching point for more advanced training. It will allow the student the opportunity to concentrate on obtaining unique educational opportunities that will further enhance employability. The appeal of obtaining a valuable industry skill certificate, along with the capacity to enroll a significant number of students, will allow for the maximum benefit of this program to be realized. The students' participation in these certificated programs will provide the skills needed for competitive employment in an emerging economy that demands technologically skilled workers.

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #2 (Whitewater)	BE	CISCO Networking Academy	18	1	10	kheine@cesa2.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
CISCO		\$17,736			\$15,800	
<p>The project outlined here is a CISCO Networking Academy. This two-year sequence comes from an alliance between CISCO Systems and educational institutions. The program centers on teaching students to design, build, and maintain small to medium-sized computer networks. Students completing both years of the program would be in a position to take a test to become certified as a CISCO Networking Associate. This certification would provide them with the opportunity to enter the workforce and/or further education and training in the computer-networking field. Whitewater High School would qualify as a local academy under the supervision of the regional academy at Gateway Technical College in Elkhorn.</p> <p>This academy builds upon an already strong computer science program at Whitewater High School. Students enrolled in the academy will be likely to stay with the program and graduate because they developed a strong foundation in computer science before entering the program and a highly marketable skill upon completion of the program. Students are likely to go on to post-secondary education in this field because of the completion of an equivalent of entry level coursework before admittance to college.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #6 (Appleton)	BE	Co-op Ed Skill Standards Certification Program for BE	25	12	25	tkoch@cesa6.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Business Certified Skills Co-op		\$10,435			\$6,200	
<p>The Appleton Area School District currently has a business co-op program that serves 12 students between three high schools. At the start of the 2001-2002 school year, the school district will be implementing a Cooperative Education Skill Standards Certificated Program in Business Education. This certificated program is designed to serve at least 25 students throughout the district with a goal of 50 students the following year. The current business community being served will be enhanced through advanced skills and knowledge obtained through the certificated program. The business department will also be proposing to have active chapters of FBLA at each of the high schools during the 2001-2002 school year. Knowledge and skills gained through participation in FBLA also apply toward attainment of the skill certificate. The application forms have been obtained from the state and the teachers are in the process of discussing procedures for implementation with the administration.</p> <p>Computer courses have recently been realigned to allow students to seek Microsoft Certification. The computerized accounting course has also been updated to incorporate current software and accounting practices. These are preliminary steps that have been taken to ensure that students have the opportunity to fully prepare themselves to enter the certificated program.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #6 (continued)	BE	Co-op Ed Skill Standards Certification Program for BE	25	12	25	tkoch@cesa6.k12.wi.us
<p>Business standards have been developed during the 2000-2001 school year. The standards were determined by an advisory committee consisting of the following people:</p> <p>Brent Engen, Community Business Representative and Parent Carol Beck, Fox Valley Technical College Employee and Former Parent Linda Coenen – Parent and Former Co-op Student William Peterson – Current High School Student Roberta Baker – Business Educator Darlene Londo – Business Educator Mary Hultgren – AASD Career and Technical Education Coordinator Melissa Kohn – Vocational Coordinator, Cesa 6</p> <p>The implementation of the Cooperative Education Skill Standards Certificate Program and FBLA are consistent with the district’s business standards. In addition to the standards and curriculum updates, the department is currently servicing the ESL population with a computer fundamentals course. This course is designed to prepare the ESL students with a clear understanding of basic computer use and encourage them to pursue other computer courses working toward the Microsoft certification and enter the certificated co-op program.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #10 (Bloomer, Fall Creek, Flambeau, Gilman, Gilmanton, Greenwood, Ladysmith, Osseo-Fairchild, Stanley)	BE	Business Education Certified WBL	44	8	30	dunahee@cesa10.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Business Certified Skills Co-op, MOUS, A+		\$49,994			\$11,000	
<p>The purpose of this grant is twofold: 1) implement A+/MOUS certification programs in 3 districts, and 2) establish the BE Co-op Skills Standards Program in districts that did not participate in 2000-2001. This project will be an enhancement and extension of the basic grant submitted by CESA 10 under CPA funding. It is expected that students will, upon completion of graduation requirements, earn a HS diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the co-op skills standards program or A+/MOUS program, articulated credits with technical college programs, career and postsecondary portfolio supporting student's achievement and skill development, and recommendations from business/industry mentor, supervising teacher,</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #10 (continued)	BE	Business Education Certified WBL	44	8	30	dunahee@cesa10.k12.wi.us
and district administrator. Funds will be used for staff development in supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business and industry partners, career development activities pertaining to BE, establishing articulated agreements with technical college program and baccalaureate degree programs, curriculum resources for students, technological resources and upgrades, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the certified BE Co-op program or A+/MOUS certification. Students will be able to achieve academic standards along with occupational and employability skills in the field of BE, particularly in Accounting and/or Technology. Local advisory groups and a CESA 10 regional advisory council will provide input and directions on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA representative. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, MOUS and A+ certification, business systems, business management, and financial systems are some of the major needed occupational areas in CESA 10.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #11 (Amery, Baldwin-Woodville, Barron, Birchwood, Boyceville, Cameron, Chetek, Clayton, Clear Lake, Cumberland, Durand, Ellsworth, Elmwood, Frederic, Glenwood City, Grantsburg, Hudson, Luck, New Richmond, Osceola, Pepin, Plum City, Prairie Farm, Prescott, River Falls, Shell Lake, Siren, Spooner, Spring Valley, St. Croix Central, St. Croix Falls, Turtle Lake, Unity, Webster)	BE	Certification Plus	36	2	18	nancyg@cesa11.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
A+ Certification		\$39,665			\$20,000	
All students and educators have a need to use technology effectively and efficiently. Business Education plays a leadership role in this work. Those students who discover a desire to further develop knowledge of these systems will help make up the design, development, implementation and support structure teams for future technologies. Current school-based enterprises such as multimedia (web site), desktop publishing, and telecommunications (video production) have been developed through an established School-to-Work program and are supported in partnership with UW-Stout and WITC. Summer training will be offered in July and August. There is a strategic plan to enroll 30 students in either the skill certified co-op or the Information Technology Youth Apprenticeship programs in						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #11 (continued)	BE	Certification Plus	36	2	18	nancyg@cesa11.k12.wi.us
<p>2001-2002. With this proposal, the initiatives will be developed by providing various certification training for thirty-six teachers and students. Students will be enrolled in apprenticeship programs and/or skill certified co-op. This training will lead to an improved support structure for all of the existing technology programs, as well as support for the ever-increasing school based technology networks.</p> <p>A+ Certification is the foundation training that will give each individual a fundamental hardware related knowledge. Participants will then be able to select either Microsoft Certified Professional or Apple Certified Engineering training. Each of the secondary selections will include a Networking Essentials module. All training components will be provided via a self-paced learning structure to include books, CD-ROMs, and web-based materials, and will be facilitated and supported by two CESA #11 coordinators through weekly tutorials and structured hands-on activities. These CESA #11 coordinators will manage this Certification Plus Program and work as mentors to participants, providing constant support and encouragement to assure successful completion. In June of 2002, initial participants will enter into a two-week intensive "boot camp" to prepare for all certification testing which will take place during the end of June. All testing will be facilitated by Sylvan Learning Centers. Certification training of this type will provide learners with advanced-standing opportunities within the Wisconsin Technical College System and the University of Wisconsin community.</p> <p>Students involved in this program will make these skills available to business and organizations within the region. Work-based learning in the school and at the work site come together as a double-faceted source of learning and service. For rural school districts, this combined approach is a more viable alternative. Students will experience "real" work by providing support to local business owners or individuals with the in-home computer systems. There are many opportunities for the entrepreneurial-minded individual with the type of certification training proposed here, and the certification will broaden the skills and increase usefulness of students participating in Wisconsin's work-based learning programs. Teachers interested in expanding knowledge of entrepreneurship will be encouraged to participate in the two-week summer staff development session at "Facilitating the Future." The learning community, led by James Stone from the University of Minnesota, will help teachers create local curriculum and partnerships required to integrate entrepreneurial concepts and/or create a school based enterprise.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
D C Everest	BE	Bus Certified Skills Co-op, YA, MOUS	19	3	19	tmero@dce.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Front Page Expert (MOUS)		\$6,136			\$6,136	
<p>This project is a Business Education Instructional Unit initiative. Working in close partnership with D. C. Everest's Technology Education instructional unit, a Computer Technology Advisory Committee was formed during the fall, 2000. The advisory committee strongly recommended that the programatic upgrades be done in phases. The immediate need was for the two instructional units to work in full partnership to implement two independent courses. This project addresses the Business Education instructional unit's implementation of the Website Design course, staff development, and preparation for course implementation. Implementation of the Website Design course expands the MOUS Certification program offerings begun during the 2000-2001 academic year. Students registered for the new Website Design course will prepare for the Front Page Expert (MOUS) certification examination. The new course is designed to introduce students and parents to the use of the web for instructional information. A web site will be developed for the Web-Site Design course. Access codes will be given to students so they can access day-to-day assignments, web quests, and grades. In addition, students will be required to organize and participate in on-line discussion groups.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Hartford	BE	Bus Certified Skills Co-op, ES, MCP, MOUS	242	3	242	joe.nied@huhs.org
Type of Certificated Work-Based Learning Program		Request			Grant	
Business Certified Skills Co-op, Adobe Photoshop		\$5,112			\$3,150	
<p>Because of the 2000-2001 Carl Perkins 10% Reserve Grant that covered expenses for students to take certification tests, students and parents have become very interested and enthused about the variety of certification offerings in the business education department. In addition, the preliminary number of students enrolled in certificated courses in the business education department for next school year has increased. For example, the projected enrollment for the Independent Study for Certification course has increased from 19 to 32 students. Based on last year's results, there is a need to add an Adobe Photoshop certificate in the Professional Design and Publishing course and a need to increase community employer' awareness of certificated Hartford Union High School business education offerings. By increasing employer awareness, employers would request certificates for initial employment and pay incentives. Students would then see the relevance of taking a course offering certification. Thus, enrollment in certification courses would increase. All certification courses result in articulated credits for technical college.</p> <p>Goals for the 10% State Reserve Grant for 2001-2002:</p> <p>Goal 1—Begin an Adobe Photoshop work-based certificate learning program. The course in which this certificate would be earned is being articulated for technical college credit in 2001-2002. The projected number of students in this course would be 35. Moneys from the grant would be used to establish the learning program and to pay for student certificate test fees for this new certification offering.</p> <p>Goal 2—With more students being involved in certificated courses, there is a need for employers in the community to recognize and request these certificates through a hands-on training seminar that demonstrates the skills from the various certificates. If the community employers are aware of what the students have done to earn a certificate, employers will be encouraged to request certificates as an employment qualification. Students will then see the need and the value of earning certificates which should increase enrollments in certificated courses.</p> <p>Goal 3—Funds would be used to provide time for business education teachers to visit worksites to conduct personal interviews with employees to find out the practical application of the certificate skills in the position. Teachers can teach the skills needed to pass the certification tests. It would be even better if teachers could use application examples from local businesses to create projects to utilize these skills. All students would benefit from these "real world" applications. These applications would also help meet the standards required for the Business Cooperative Skills Certificate.</p> <p>Goal 4—By educating the community employers about the skills needed to to earn a certificate, employers will hopefully be willing to sponsor the cost of certification tests. Students would provide service hours to the sponsoring employer to earn the sponsorship. The service hours could be completed in various areas of the sponsoring company. Co-op students could be sponsored by their employers.</p> <p>Goal 5—Hartford Union High School is now a private certification testing center. If it were to become a public certification testing center, community employers could use the facility to test present and future employees. The convenience of location and reduced exam costs would help to build business partnerships. It would be another incentive for them to sponsor student certification tests.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
La Crosse	BE	Certified Skills Business Co-op—MOUS	22	22	22	aohern@mail.sdlax.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
MOUS		\$4,715			\$3,700	
Through the 10% state reserve funding, resources, including instructional manuals and testing software, will be purchased for use in the Skill Certified Business Co-op program. The materials are MOUS-approved courseware. The OPAC software supports the skill standard co-op competencies. By adding MOUS certification to the co-op program, the co-op students will be challenged to meet industry standards in technology.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Lake Mills (Waterloo)	BE	MOUS Implementation	15	3	20	gski@jefnet.com
Type of Certificated Work-Based Learning Program		Request			Grant	
MOUS		\$26,791			\$9,000	
The proposed project will be implemented in the Business Education Program at Waterloo High School. It will be implemented with primarily 11 th and/or 12 th graders as part of Business Technology. Basically the program will include two components:						
In School Training—This portion of the project will focus on the Microsoft Office User Specialist (MOUS) Program. This program is globally recognized as the standard for demonstrating desktop skills with the Microsoft Office suite of business productivity applications (Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Access and Microsoft Outlook) and the Microsoft Project applications (Microsoft Project 2000 and Microsoft Project Central). With a MOUS certification, thousands of people have demonstrated increased productivity and have proved their ability to utilize the advanced functionality of these Microsoft applications. By encouraging individuals to develop advanced skills with Microsoft's leading business desktop software, the MOUS program helps fill the demand for qualified, knowledgeable people in the modern workplace. At the same time, MOUS helps satisfy an organization's need for a qualitative assessment of employee skills. Technology is the driving force behind the new digital economy. To remain competitive, organizations depend on knowledgeable workers who can leverage technology for greater productivity, communication, and innovation. Microsoft certification can help individuals and organizations succeed in the new economy by providing certified knowledge on desktop applications. Microsoft Office 2000, with emphasis on Word, Excel, then Power Point, Access and Outlook, with be the center of classroom instruction. All are already being taught in varying degrees. Indeed all students come to 11 th grade familiar with Windows as it is taught in a required 10 th grade Business Education course. Three business education labs with state-of-the-art equipment, networked and all internet accessed are available to facilitate the project.						
Out of School Work Based Learning—Students participating in the Business Technology/MOUS training program will be provided access to work-based learning opportunities through credited work experience, mentorship, state certified skill co-ops and youth apprenticeships; all of which are already options being sponsored by the district. Business Education co-ops are available in accounting and technology. This project will expand learning options for students and also encourage more local businesses where MOUS program skills are utilized to become a part of the school's co-op/youth apprenticeship program. Local businesses						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Lake Mills (continued)	BE	MOUS Implementation	15	3	20	gski@jefnet.com
where MOUS skills are partially or totally utilized include TREK, Perry-Judd, McKay Nursery, Farmers Merchant Bank, Sussex, Centerline, and Perry Credit Union. In-school training plus work-based learning opportunities will help students become prepared to take exams for MOUS certifications either at core or expert, with some gifted students perhaps working toward master. Local curriculum, most of which is part of articulation agreements with MATC, will be matched and aligned to MOUS skill expectations, with such expectations being taught through classroom instructional delivery. Teachers will be trained in MOUS certification expectations. The school will pursue with Pro-Metric (Sylvan Learning Centers) to become a MOUS testing/certification site. Ultimately MOUS training and certification will help students be better prepared to get jobs and will provide employers better trained entry-level employees. Also training/certification will help students get advanced placement or credit at post secondary institutions.						
Project Goal: To better prepare students for entry into the job market or postsecondary education by developing and implementing, in the Waterloo Business Technology Program, the 2000 Microsoft Office User Specialist (MOUS) Program as a focal point of classroom instruction and work based learning opportunities.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Mauston (Mauston, Royall)	BE	CISCO Systems WBL Program	26	3	29	yukichg@royall.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Youth Apprenticeship, CISCO		\$21,000			\$15,000	
The CISCO Systems Workbased Learning Program will be developed to address the local goals established by students, businesses, faculty, post-secondary institutions, as well as, the Model Priorities established by the Department of Public Instruction. The program is designed to increase opportunities in the area of information technology, as no such program exists at the high school level at this time. The program will incorporate academic/occupational competency and credential attainment in a variety of different ways. First, the students will be trained, using an industry developed curriculum that is considered to be on the cutting edge by the majority of local, state and national technology leaders. Through the CISCO coursework, the students will gain valuable occupational knowledge, as the curriculum is based on real-life troubleshooting, problem solving and overall computer operation skill attainment. Students will be given the opportunity to practice their information technology skills in real life settings via the Youth Apprenticeship or Supervised Work Experience offered at each of the high schools. Credential attainment is another factor that will lead to the success of the CISCO Program. Students will enroll as Youth Options participants at the local technical college in courses that integrate the CISCO Systems curriculum into the current Network Specialist Program. Thus, students will be working towards a CISCO Certification and Network Specialist Associate Degree simultaneously. The coursework will be transcribed, which guarantees students full credit should they choose to continue in the Network Specialist Degree Program after high school. The CISCO Program will fill a large gap in current business/technology related coursework at each of the high schools. Minimal coursework is available to students who choose to pursue a career in information technology. The districts offer related courses such as graphic design, computer math and basic programming which address certain aspects of technology and its uses. However, no advanced skill level courses exist for these types of students. The labor market is strong in the technology area and the CISCO Program will offer students a jump start on a career or post-secondary training opportunities. Youth Apprenticeship will also be a large part of the CISCO Work-based Learning Program. All students will be encouraged to seek employment in a related business. Students will be asked to apply the knowledge they learn in the classroom as they complete the competencies associated with this comprehensive work-based learning experience. Work site recruitment will be a main priority of the Youth Apprenticeship coordinator through the program.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill	BE	BE/Microsoft Certification	24	4	18	konkol@maps.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Microsoft Certified Professional		\$3,500			\$3,500	
Students in the Merrill High Business Occupations Co-op need to become better prepared for the business world. One of the skills that would help students at Merrill High School would be Microsoft certification. This project application would help the district encourage students to develop advanced skills with Microsoft's business software. Getting students Microsoft certified would help fill the demand for qualified, knowledgeable people in the modern workplace. It would also provide industry recognition of the knowledge and proficiency with Microsoft products and technologies. This would give students access to technical and product information directly from Microsoft through a secured area of the MCP Web site. It would give them access to exclusive discounts, logos, and a certificate to enable them to be identified as a Microsoft Certified Professional . Students would have the opportunity to attend Microsoft conferences and may also get potential college credit for the certification. It would also help an organization's need for a qualitative assessment of employee skills. Providing students with opportunities to get this distinctive certification enhances a student’s work-based learning program, as well as the State Certified Business Co-op. Students could prepare in class for this certification and be tested at the local technical college, Northcentral Technical College. An articulation agreement with the local technical college may be able to be worked out that would enable students passing these tests to get articulation credit. Having this certification would also help students that are going on to technical college programs.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Monona Grove	BE	Improving Workplace Skills for BE Students	124	35	100	michael_roth@mononagrove.org
Type of Certificated Work-Based Learning Program		Request			Grant	
MOUS		\$9,440			\$5,000	
This program will strengthen the workplace skills of Monona Grove Business Education students by realigning the Computer Applications curriculum to provide MOUS certification. This certification will allow students to provide employers with employees trained in Microsoft Office software. It will also help students attain advanced placement at MATC. Additional articulation agreements with MATC beyond the current agreements will be pursued.						
The second portion of the program will provide the foundation for reintroduction of a Business Education Co-op Program. There has been no enrollment for the last ten years. The goal is to create an advisory council next year, recruit employment sites, and promote the Business Education Co-op so that a curriculum for the 2002-2003 school year can be developed.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Oregon	BE	Word Processing-MOUS Certification	20	3	20	wju@oregon.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
MOUS		\$13,506			\$4,350	
<p>The Oregon High School business education program has provided students a quality education program and the graduates have been successful securing employment in the chosen career area. However, when students are applying for and interviewing with local businesses to obtain a work-based learning site to participate in the Business Education Youth Apprentice Program students encountered rejection by employers due to the lack of appropriate certification or training to meet the expectations for the high skill jobs. The School to Careers Coordinator and business education staff discussed the above problem. The day of providing basic word processing and office skills in classrooms is not meeting the skill standards found in the industry. Therefore, the need to make adjustments in the business education curriculum to meet these industry skill standards has become a high priority. Research of local businesses has indentified the need to provide educational programs that will lead to students earning nationally recognized skill certificates such as MOUS.</p> <p>The business education staff have developed the following plan to meet the educational challenge presented by the business industry:</p> <ol style="list-style-type: none">1. Formed an advisory committee to assist in developing plans on how to meet the educational needs of students to prepare them for the skills needed for successful employment and fulfilling careers in the business industry.2. Researched and recorded what needs to be done in order to implement nationally recognized certificate earning programs (MOUS).3. Prepared a plan and educational proposal that was presented to the High School Building Effectiveness Team, who took the proposal to the administration and board of education for approval to implement the new business education class in Oregon High School. The proposal was approved provided there are sufficient funds and staffing to implement the MOUS Certificate program and class. Staffing was easily met by dropping the old word processing class freeing the teacher to teach the MOUS Certification class. The following budget items are need to successfully implement the MOUS Program.<ul style="list-style-type: none">*Up-grade 24 computers in the computer lab from 64k memory to 128k/\$100 parts per computer plus \$100 labor/computer for installation of upgrade components = \$4800.*Purchase Microsoft Office 2000 license and software at a cost of \$2000.*Budget \$30 per student to cover the cost of obtaining two MOUS Certificates. 40 students @ \$130=\$5200.*Develop curriculum that aligns with Tech Education A+ Certification, English Communication Skill classes, Computer Science classes and the other business education department classes. Articulate this curriculum with MATC (Madison Area Technical College) so students will receive advanced standing credits. Three teachers @ 20hrs. each @ \$20/ hour plus 25% fringes = \$1500. *Certify three business education teachers to teach the MOUS Certification program @ \$250/ person= \$750. It is the goal of Oregon High School to become a certified MOUS instruction and testing center.*Payment of teachers @ \$20/hr x 3 teachers x 9hrs.= \$540. + \$66 mileage to attend workshop at Appleton, WI total = \$606.*Twelve CD burner units @ \$200 each = \$2400.*Registration fee for Oregon High School to become a Certified Instruction and testing center = \$150.4. Submitted a 10% State Reserve Carl Perkins grant to obtain funding to finance the cost of implementing the MOUS Certification Program and class.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Oregon (continued)	BE	Word Processing-MOUS Certification	20	3	20	wju@oregon.k12.wi.us
<p>5. As soon as the students complete the one semester MOUS Certification program, they will be ready for enrolling in the Business Education Youth Apprentice Program as Juniors. Students will be placed in cooperating businesses to continue hands-on training. Students will enroll in at least four semesters of the following business education classes during participation in youth apprentice cooperative work-site learning program: Accounting I and II, Word Processing, Advanced Computers, Word Processing, Skill Development, Advanced Spreadsheets and Data Bases, Web Design, Desktop Publishing, and Computer Animation.</p> <p>6. Students who exhaust the class opportunities at Oregon High School or if they need classes for a specific business skill area not offered at Oregon High School will be encouraged to enroll at MATC using the Youth Options Program. Presently we have FOUR students participating in the business education youth apprentice program and it is anticipated that the number of students will increase to at least TWENTY students the following year. To start the program this fall sophomore, junior, and senior students may enroll in the MOUS Certification class. After completion of the class, students will be encouraged to enroll in the Business Education Youth Apprentice Program to continue hands-on workplace learning.</p> <p>The business education staff are very eager to present at various conferences and conventions to share how their MOUS and youth apprentice program was started and operates. Presenters at this conference may be students, parents, employers and the instructors teaching the MOUS Certification Program or classes. Our business education staff have presented at national conventions. The Word Processing-MOUS Certification program being proposed for implementation will serve the business market needs for people.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Wauwatosa	BE	MOUS Certification	397	72	397	pietromi@wauwatosa.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
MOUS		\$15,540			\$5,000	
<p>Wauwatosa will develop and implement a MOUS certification program. The district currently offers students Microsoft I, Microsoft II, and Graphic Communications and Web Page Design courses through the Information Technology Department/Business Education Division at both Wauwatosa East and West High Schools. Students do have the opportunity to receive advanced standing credits with local technical colleges by completing the Microsoft courses.</p> <p>The district intends to use CPA funds to register teachers for coursework to become MOUS certified at a local technical college or four-year college or university. Funds will also be used to purchase SAM software to enable students to do a better job on the MOUS certification exam, allowing Wauwatosa students to effectively compete in the workforce. Funds will also be used to prepare the MOUS certification testing site, including hardware, software, non-capital objects such as desks and testing partitions.</p>						

Family and Consumer Education

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA 11 (Amery, Baldwin, Woodville, Barron, Birchwood, Boyceville, Cameron, Chetek, Clayton, Clear Lake, Cumberland, Durand, Ellsworth, Elmwood, Frederic, Glenwood City, Grantsburg, Hudson, Luck, New Richmond, Oseola, Pepin, Plum City, Prairie Farm, Prescott, River Falls, Shell Lake, Siren, Spooner, Spring Valley, St. Croix Central, St. Croix Falls, Turtle Lake, Unity, Webster)	FCE	Child Care Certification	40	6	40	nancyg@cesa11.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
ACCT, Child Services Certified Skills Co-op		\$38,605			\$38,605	
<p>Outcome: Develop 40 certified child care services providers. This grant proposal is designed to meet the needs of the youngest children through the development of child care services work-based learning programs in Northwest Wisconsin. The goal of this initiative is to help secondary students within CESA #11 who are interested in child care services gain the training needed to become child care (ACCT and Child Services Co-op) certified. A secondary but critical goal is to create the regional infrastructure to foster quality programming options and well-defined articulated pathways for interested students. Components of the program will include: 1.) facilitating an advisory group representing stakeholders, 2.) enrolling students who have completed a semester of child development or a parenting course in the assistant child care teacher course at the local district or WITC or CVTC, 3.) helping students to obtain employment in licensed day care facility, 4.) engaging teachers in training opportunities during the summer of 2001 and five days of follow up during 2001-2002 school year, 5.) facilitating sustainability by training five teacher mentors, June 2002. Mary Williams-Greene from WITC has rich experience in constructivist curriculum and critical pedagogy to bring to the summer staff development. She will be leading a learning community at the 2001 Summer Facilitating the Future Gathering titled “Learning Pathways.” This developmental option for teachers will allow time to develop or refine local curriculum plans with guided support from a certified experienced child care services instructor. The competencies covered will include: personal/interpersonal, thinking/information processing, systems/technology, introduction to child care services, the center environment, children, professional development, food and nutrition, health and safety, and special needs children. Teachers will design assessment for core employability skills. Participating teachers would also have time to address the special needs of students' and construct the processes needed to articulate options which will support students as they move between institutions. The project coordinator will be responsible for implementing formative and summative evaluation plans, facilitating regional training, convening and facilitating the advisory committee meetings, attending state called meetings and coordinating with other regional work-based learning initiatives and corresponding service providers, and providing onsite district visits and oversite monitoring of grant funds. The project will be open to any consortium schools eligible for 10% funding; however, schools that have expressed interest and/or enrollees in a January 2001 training and planning session will be targeted. The project will enroll 40 students in certified work-based learning programs in 2001-2002. At least 50% of the enrollees will represent nontraditional, minorities, or other special populations.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
D C Everest	FCE	Child Services Certified Skills Co-op	10	3	10	tmero@dce.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
ACCT, Child Services Certified Skills Co-op		\$4,067			\$4,067	
Establishment of a Child Services Lab for the training and classroom preparation of students as Assistant Child Care Teachers . Provision of the equipment and materials necessary to operate a Child Services Lab. Development of a Certified Child Services program and facility has the support of the Northcentral School-To-Work Consortium and ties into the new program initiatives at Northcentral Technical College. The project will equip and furnish Room 305 to meet the state standards for a Child Services Training Facility: <ul style="list-style-type: none">• Purchase the classroom/lab equipment and furnishings necessary to implement the Child Services Lab,• Purchase reference materials necessary to implement the Child Services Lab.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Marshfield	FCE	Expanding WBL	40	25	40	wagner@marshfield.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Child Services Certified Skills Co-op, ACCT, CCT, and Wisconsin Employability Skills Certificate Program		\$14,790			\$14,790	
The primary purpose of this project is to expand work-based learning opportunities by providing a Child Learning Center located at Marshfield High School for a greater number of students to earn the Wisconsin Child Services Skills Standards, Assistant Child Care Teacher (ACCT) certificates, Child Care Teacher (CCT) certificates and the DPI Employability Skills certificates. Staff development opportunities will be provided to FCE teachers on the Infant and Toddler certification with the intent of including this certification opportunity to students in 2002 at Marshfield High School. Students are currently challenged by distance and access to young children to complete hours of observation and participation with young children. Careers with Kids students will be highly motivated to volunteer in the Tiny Tiger Child Learning Center and co-op students could be employed as Assistant Child Care Teachers while earning Child Care Teacher Certification.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Marshfield (continued)	FCE	Expanding WBL	40	25	40	wagner@marshfield.k12.wi.us
<p>A 10-year old Careers with Kids class in the Family/Consumer Education Department is taught by a teacher vocationally certified in child care services. Approximately 65 students complete the class each year. Successful completion of the class entitles a student to earn assistant child care certification from the state of Wisconsin which permits employment in a licensed day care at age 17 as opposed to age 18 for others. An average of 35 students obtain this certification each year with 50% taking employment in the child care field following high school.</p> <p>A major frustration has plagued participants in the Careers with Kids class since its beginning. Course requirements include 10 hours of observation/participation with children of various ages, but the nature of the high school schedule makes such contact limited and episodic. Child care students either need to observe and interact with children off-site or "import" children to the high school classroom. A 43 minute class period leaves little time for meaningful interaction after subtracting travel time and/or "housekeeping" activities. The presence of the on-site Tiny Tiger Child Learning Center would allow maximum use of student time in meeting observation and interaction requirements. It would provide consistency (students would be able to observe the same children over time), a realistic setting (child behavior would be more typical in a familiar setting), and convenience (students could utilize study hall and before/after school time at an on-site facility). The presence of infants through school-age children would allow interaction with the full age range typical of a child care center as well as permit opportunities for in-depth study of a particular age child. Collaboration between the Careers with Kids teacher and the center program director would permit students to apply classroom learning in meaningful interactions with children under the guidance of both adults.</p> <p>The Tiny Tiger Child Learning Center, to be built as a part of the Marshfield High School facility, is a collaborative venture between the School District of Marshfield (specifically the School-to-Work Program, the Family/Consumer Education Department and the School-Age Parent Program) and a private provider of child care services designated by the Board of Education. Anticipated opening date in Fall 2002. It is designed as a laboratory/clinical site primarily for Marshfield High School students preparing for careers in child care and will be licensed to serve 30 children-8 infant/toddlers and 22 preschool/school-age children. It will serve the children of Marshfield School District student-parents and high school faculty/staff. Children of student-parents will be given priority.</p> <p>The Cooperative Work Experience Class (Co-op) in the Family/Consumer Education Department recently marked its 5th anniversary. Each year a number of co-op students who already have assistant child care teacher certification elect child care as the work experience. Some plan a career in a child care setting; others expect to enter the field of pre-school/elementary education; still others are looking for an experience that will open part-time employment opportunities in college. During the co-op experience, some students elect to complete the hours and competencies needed to earn a Child Care Services Skills Certificate offered through the Department of Public Instruction/Department of Health and Social Services. This certificate is equivalent to the Early Childhood II course offered by the Wisconsin Technical College System. The Tiny Tiger Center would offer employment opportunities to some co-op students earning the skills certificate and interaction opportunities for other co-op students. The presence of a professional child care teacher/administrator on-site would provide a built-in mentoring system to these students.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill	FCE	Expanding WBL Opportunities	30	12	30	konkol@maps.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Child Services Certified Skills Co-op		\$13,000			\$13,000	
Implement a Cooperative Education Skill Standards Certificate Program—Child Services.						
<p>In the fall of 1998, the school district offered Child Development and Child Care Occupations classes. From these classes, a Child Care non-certified co-op was developed. Fifteen students have completed this phase. Due to the fact that enrollment has increased and the needs of students must be met, there is a need to develop a State Certified Child Care Co-op.</p> <p>Currently, the students in the Child Development class are learning about Children and Childhood, Parenting, Prenatal Development, Preparing for Birth, The Baby's Arrival, Physical Development during the Baby's First Year, Emotional and Social Development during the First Year, Physical Development from One to Three, Emotional and social Development from One to Three, Intellectual Development from One to Three, Physical Development from Four to Six, and Emotional and Social Development from Four to Six. There are also labs for infants, 2- and 3-year olds, 4- and 5-year olds. For the Child Care Occupations class, students are learning an Introduction to Child Care Services, the Center Environment, Classroom Safety, Classroom Interaction, Working with Children, the Children, Interactions with Children and Classroom Activity. Approximately 100 students have completed the Child Development and Child Care Occupations classes during freshman and sophomore years. In order to enhance the program, a Certified Child Services course needs to be incorporated which would meet the needs of students based upon the districts recommendation in terms of incorporating work-based learning.</p> <p>In order to meet the needs of the students, students would be surveyed on a continuing basis in the co-ops for improvement purposes. In order to get the business people involved further, students would job shadow as a way to introduce the program and to develop a relationship between the businesses and the students. The business could also serve as mentors in the program.</p> <p>The following is a list of potential employers: Park Side Preschool, Jack & Jill, Headstart, and Kate Goodrich Elementary School. The other elementary schools as well as the hospital's day care program should be included. There is also a need to have time where students would be able to go on field trips and go to places in Merrill as well as Wausau. Wausau is included due to the Montessori Schools and this would also help in terms of future possibilities of being a director of a preschool, teacher, or starting a daycare.</p> <p>In terms of public relations and business, several of the students present a report to the school-to career committee as well as the school board and administration. Another way in which to implement this co-op would be to have a video-tape of the various preschool locations so it could be shown at parent-teacher conferences, open houses, etc. Promotion of the program will occur in the following ways: (1) to explain to each of the classes in terms of what the co-op is. (2) write newsletters for the local paper and district newsletters. (3) take pictures of the different locations which have been established. Examples would include Headstart, Parkside Preschool, Jack and Jill, etc. A display case would be made so students would visually see just where the facilities are located and what they have to offer in terms of either an infant lab or toddler lab. Special needs teachers meet weekly and have attended some of the meetings and IEP's to modify the curriculum to incorporate more students into the work-based learning programs. Students are individually assisted.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill (continued)	FCE	Expanding WBL Opp.	30	12	30	konkol@maps.k12.wi.us
<p>There has been an increase in male enrollment in the Child Care Services because students are entering a career in child care such as being a youth minister or elementary educator. The target audience in school newsletters and brochures is geared toward the minority students and non-traditional students. A parents' night is hosted where eighth-eleventh graders are invited to come and hear about the opportunities and see what is involved by taking the prerequisite courses. Special needs teachers are invited to this event, and help the students look into this possibility as a future career.</p> <p>Information on the program is spread basically by word of mouth from other students who have been in the non-certified co-ops. Students from the past two years come and speak to classes so the students can give an individual's experiences. The foreign exchange students have also been incorporated into the program by giving a presentation of their child care programs from their native country.</p> <p>The students will be selected for the co-op by filling out forms, three references, successfully completing Child Development and Child Occupations, and passing the background check. The students will observe the three facilities as well. The students would also be required to go through an interview by a team of teachers and business people.</p> <p>In addition, a HERO program would serve as a support network for students in the program as well as students thinking about going into this program. The HERO program would allow students to interact with other students in the area and the state and serve as a way in which the program could be implemented.</p> <p>The Cooperative Education Skill-Standards Certificate Program is part of the district's comprehensive career guidance program. The school-to-work consortium, located at Northcentral Technical College, has a mentoring program to train mentors. The mentors are given training in working with school-aged youth and each year come to Merrill to give training for local mentors. The responsibility of the workplace mentor would be to rate each of the competencies observed and discuss the results with the student and teacher coordinator.</p> <p>In order to implement this co-op properly, money is needed for the following: reference materials, teaching aids, workplace mentor training, and a teacher coordinator. Collaboration time is needed with a teacher coordinator and workplace mentor. Resources are needed for a HERO program advisor and competitions at the state and local level and two semesters of related classroom instruction intergrating employability skills.</p> <p>No advanced standing agreements have been written with the local technical college; however, it is hoped to begin that activity early in the fall.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Milwaukee (Washington)	FCE	Infuse ES-Academy of Travel and Tourism	90	25	90	bealecx@mail.milwaukee.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$28,895			\$28,895	
<p>The Academy of Travel and Tourism (AOTT) is one of three national programs of the National Academy Foundation (NAF) being implemented at Washington High School. Students completing this program are awarded an industry-supported certificate. The components of the AOTT program include technology applications, airline, hotel, land, cruise line and food service accommodations, conventions, parks, and recreation work. The curriculum prepares students for a successful internship experience after the 11th grade. Infusion of the components of the Employability Skills Certificate Program will enhance the ability of students to succeed in this academy program in post secondary education and in the industry. The combination SCANS skills infusion and internships will prepare students for possible apprenticeship certification in addition to the Employability Skills Certificate.</p> <p>Experience has shown nationally that students in NAF around the United States are more likely to have better grades, better attendance, and more successful work-related experiences than counterparts. It is fully expected these trends will be easily observable with the new Academy of Travel and Tourism program at Washington High School.</p> <p>Teachers in the AOTT program will gain experience in understanding business procedures, the decision-making processes, employee collaboration, culture, ethics, and time management in technology based travel and tourism environment. After having spent time in a business or agency, teachers will identify and share the employability skills observed with each other and members of the Advisory Committee. Teachers will work collaboratively to identify the particular travel and tourism skills that relate specifically to the SCANS skill competencies and decide how they will be incorporated into the AOTT curriculum. Courses and student proficiency levels will be identified for each skill. Curriculum development time will be spent to integrate these skills into the emerging curriculum and investigating and developing instructional support materials.</p> <p>Throughout the school year AOTT teachers will meet quarterly to further develop, refine, and evaluate the infusion of the SCANS skills into the curriculum. These adjustments will be reviewed with the Advisory Committee for input and then implemented in the classroom.</p> <p>Creation of a computer lab with adaptive (software and hardware) technology for special populations will assist with the inclusion efforts of Washington High School and avail all students to industry standard technology.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Milwaukee (S Division)	FCE	Academy for Entrepreneurs	112	112	120	bealecx@mail.milwaukee.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$24,811			\$20,011	
<p>Curriculum delivery will be designed to maximize use and mastery of SCANS competencies. A teacher supervisor and a work-based partner will assess SCANS competencies. Students will be provided ample opportunity to demonstrate SCANS skills in the work environment. As part of the Family and Consumer curriculum, students would have the opportunity to observe, interview, and become employed. The work environment will be on-site.</p> <p>Students will develop and maintain an individual career plan describing the anticipated transition from high school to post-secondary options. Parents are required to sign the individual career plan as a means of indicating the awareness of, or participation in, the development of the plan. Students will maintain a personal portfolio including, but not limited to, the progress and practice toward proficiency, MPS high school graduation, and Wisconsin Employability Certification. The career plan would be part of the student’s portfolio. A business and industry Advisory Board consisting of involved employers, parents and educators currently exists at the school and will be invited to assist in the planning and evaluation of the program.</p> <p>The program would be open to male and female students with special emphasis on meeting the needs of teen parents who are behind in credits needed to graduate and/or who lack proficiency in English. These students have needs organizing family concerns and yet want to progress towards a worthwhile future. During this program, students could begin work and complete the Wisconsin’s Employability Skills Certificate. Students could transition into a Cooperative Education Program and/or Youth Apprenticeship Program the following semester where there is an additional opportunity of earning other skills certificates in Family/Consumer education and Business Careers which have been articulated for advanced standing and university credit.</p> <p>The Family/Consumer Education curriculum would incorporate standards-related modules for Family, Work and Careers, SCANS skills, school supervised work-based learning and career planning. Staff members would include a DPI licensed English teacher with a Vocational Business certification and a Family/Consumer education teacher who is vocationally licensed for child services, food service and family and community. Articulation agreements are already in place with the local technical college. Advanced standing credit is also available at the University of Wisconsin Stout or Stevens Point. Because of this, all students could attain a Wisconsin Employability Skills Certificate during the school year.</p> <p>Students would be introduced to the student youth organization FCCLA (Family, Careers and Community Leaders of America). It is anticipated that the National Program-Power of One would become part of the curriculum. This program allows for development of student leadership, personal goal setting, action on family concerns and knowledge of work-based learning.</p> <p>As far as can be ascertained at this time, 100% of the students qualify as at least one category of the special population criteria: LEP, minority, single parent, economically disadvantaged, foster child, disabled, etc., with the majority qualifying in at least four categories.</p>						

Health Occupations Education

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
La Crosse	HOE	Health Services YA	12	12	12	aohern@mail.sdlax.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Health Services Youth Apprenticeship		\$6,600			\$6,600	
Through this 10% grant, a Health Services Youth Apprenticeship program can be offered to students. The Certified Nursing Assistant class offered in past years will be changed to the offering of the transcribed credit courses in: skilled nursing assistant, health careers, CPR, first aid, and medical terminology. After receiving CNA certification, students will then be placed in health care facilities to master worksite competencies. This grant will enable us to contract with WWTC for instruction.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill	HOE	Health Apprenticeship	10	2	10	konkol@maps.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Health Services Youth Apprenticeship		\$13,000			\$13,000	
Doctors, nurses, therapists, and others in the medical field from the city have gone to the local school board in support of the district working with the community to get more students involved in the health field. In order to run a successful Health Apprenticeship program, there are many factors that need to be considered. Exposure by students to all the different health field careers will encourage students to pursue this field and be involved in the Health Apprenticeship program. Having health related career courses available for students is a must. This course is designed to provide students having an interest in a health related career in a realistic environment to become aware of the broad scope of medical professions. Students will first be involved in a rotation schedule and then may opt to select areas of interest. This course will interrelate career concepts, work-related attitudes and the ability to connect past knowledge to the current environment. The intent of this internship is to help students discover talents and encourage strengths toward a future career. During the semester, the students will be focusing on the Health Apprenticeship program. Also, this would be an excellent opportunity to begin a HOSA program. By getting students interested in the health field together daily, a program could begin. The goals of HOSA would be included in the curriculum for this program. The mission of HOSA is incorporated in this program: to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health occupations education students, therefore, helping the students to meet the needs of the health care community.						
STUDENT SELECTION CRITERIA: 1) Cumulative grade point average of 2.5 and/or screening committee’s recommendation for special needs students; 2) Sophomore or Junior standing, 3) Completion of Health Occupations course recommended, 4) High school science requirement must be completed (Core Indicator #1), 5) Two years of math credit completed (Core Indicator #1), 6) Submission of application and background information disclosure, 7) Excellent Attendance patterns, 8) Interview and acceptance by screening committee, 9) Declare an interest of health care as a career. STUDENT EVALUATION CRITERIA: Daily log, Attendance, Program coordinators’ evaluations, Oral Presentation, and Term paper PARAMETERS: Orientation will be held the first week of classes. Topics will include overview of the program, program expectations, general conduct issues, confidentiality issues and infection control practices. After orientation, each student will rotate through the following departments for three days: Med Surg/Special Care (MS/SC), Emergency Room/Out Patient (ER/OP), Obstetrics (OB),						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill (continued)	HOE	Health Apprenticeship	10	2	10	konkol@maps.k12.wi.us
<p>Laboratory (Lab), Merrill Child Care (MCC), Physical Therapy/Occupational Therapy/Speech (PT/OT/Speech). After this rotation is completed, the group of students will spend one day in surgery. Students will be with a surgical nurse or designee and receive an overview of surgical activities and a department tour. There will be no patient contact at this time. Each student will then rotate one day in each of the following departments: Extended Care Unit (ECU) Nutrition Services, Pharmacy (Pharm), Central Supply (CS), Respiratory (Resp) X-Ray, Eldershare (Elder), Cardiac Rehabilitation (C Rehab). A designated person from each department is expected to orient the assigned student to that department. It is recommended that a department tour take place, explaining equipment and supplies in non-technical terms. Information about different professions and their responsibilities within this department should be incorporated. Department managers are encouraged to develop a checklist so all students receive the same information and staff knows what needs to be covered. After information sharing and touring is completed, the student may shadow one or more personnel from this department. Sensitivity to patient contact must be kept uppermost in all situations. Patients must give consent for observation by the student and any hesitation on a patient's part, needs to be respected. Patient confidentiality will be stressed with the students and they know they will be eliminated from the program and given an 'F' if confidentiality is breached. If a critical situation develops while the student is shadowing (i.e., a patient comes into ER with chest pains), the students will observe the activities surrounding the situation, but should not be in the direct space involved with the case. Care of and sensitivity to the patient must always remain highest priority. If at any point there are problems with a student, the program coordinator should be paged. Near mid-semester, students will be asked to select departments they would like to return to for additional experience, based on interest and future school plans. During the second quarter, a new schedule will be submitted reflecting these desires/needs. Hospital personnel will be expected to provide job shadowing time with as many educational experiences as possible. Only one student will be assigned to a department at one time except in unusual situations when permission is received from the department. Students expressing a special interest in surgery will be evaluated by the program coordinators to determine approval to observe surgical procedures. This decision will be based on the student's future employment interests and employability/communication skills which include maturity and past program performance. If approved, arrangements may be made by the OR staff for a one-time observation of a surgery. During the observation of a birth or surgery, informed patient consents are necessary and need to be filled out when the patient is able to make a rational decision. Consents are to be placed in the patient's chart. EVALUATION: Students will be evaluated at mid-semester and semester end. Evaluations will be based on (1) attendance, (2) daily logs, (3) employability/ communication skills, (4) oral presentation to a health class and (5) term paper. The high school coordinator will determine final grades with input from the GSHC coordinator. EXPECTED OUTCOMES: By the end of the semester, each student will have: 1) exposure to 15 departments in the hospital receiving an overview of the professions, equipment, and department facilities within those areas, 2) completed daily logs demonstrating writing and communication skills, knowledge of departments and professions, and documentation of activities, 3) learned employability and communication skills important for working in the health field, 4) presented an oral report about professions within a department of the hospital to the Health Occupations class focusing on scope of activities, history, and education requirements, 5) written a term paper including research on a health career of interest, summary of experiences at Good Samaritan Health Center, and evaluation of the course, 6) developed a more realistic perspective on pursuing a career in the health field, 7) continued on in the Certified Nursing Assistant program, and 8) Enrolled in the Health Apprenticeship program.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Milwaukee	HOE	Infuse ES-Academy of Science and HO	105	70	50	bealecx@mail.milwaukee.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$28,885			\$28,885	
<p>The Science and Health Academy is one of five career academies being expanded to the 11th grade as part of the Washington High School Comprehensive School Reform efforts. Students completing this program are awarded an industry-supported certificate in CPR PRO and First Aid. The goal of the Academy of Science and Health is to help students become more familiar and knowledgeable about science and health careers through hands on, work-based experiences, job shadowing, the use of technology, and through an internship or a youth apprenticeship in a chosen science or health career. One area of concentration in the Academy is biology/physical therapy/fitness management. In addition to an off campus internship between the 11th and 12th grade, students in the academy will be responsible for setting up, managing, and instructing students in the academy’s own Health and Wellness Center. In addition to servicing the fitness and health needs of the general student body, academy students will assist the school athletic program, provide tours for local elementary and middle school students, and provide health assessments to students, staff and the community while under the supervision of staff and business partners. The academy program was implemented at Grade 10 this year and in 2001/2002 it will expand to the 11th grade and in 2002/2003 it will expand to Grade 12.</p> <p>The student body of Washington High School is 92% African American. Studies show that African Americans are at a greater risk for developing some type of heart disease. Studies also show that heart disease can be reduced with a combination of cardiovascular exercise, weight lifting, and proper diet. Students will study aspects of heart disease prevention in three different curriculums in the Science and Health Academy. It is the goal of this academy to demonstrate to students through the use of heart rate monitors and exercise equipment how cardiovascular exercise, weight lifting, and diet can be managed. In turn students will share this knowledge with parents and the community in order to bring about changes in lifestyle. Students will present knowledge at school health fairs and as mentors to local elementary and middle school students. Upon a showing of skill proficiency, students will qualify for certification in CPR PRO. The skills that will be taught are a requirement for many science and health careers.</p> <p>Studies show that students within academy structures have a lower drop out rate, higher attendance, and a higher grade point average. This is due to smaller class size, a community of nurturing educators, and career pathways that engage students. It is expected these trends will be easily observable with the new Academy of Science and Health at Washington High School. Teachers in the Academy of Science and Health will need to gain experiences in work-based learning to better understand business procedures, the decision-making processes, time management, leadership skills and technology. Teachers will work collaboratively with businesses and post secondary academia to identify and relate specific SCANS skills in the curriculum with the ultimate goal of increasing student proficiency and in helping students gain an employment skill certificate. Five staff members will spend 20 hours of time on a work-based experience in health related businesses or agencies. At the end of the experience, they will meet together with members of the Advisory Committee (AC) to identify employability skills observed. These skills will then be infused into the curriculum. Throughout the year the staff and the AC will review and update the curriculum. Staff will also investigate and develop instructional support materials. The curriculum prepares students for a successful internship experience after the 11th grade. Infusion of the components of the Employability Skills Certificate Program and the CPR PRO and First Aid Certificate will enhance the ability of students to succeed in this academy program. The combination SCANS and internships will prepare students for possible apprenticeship certification in addition to the Employability Skills Certificate and advanced course work that earns post secondary credit. Supplies and equipment will be purchased as a result of what was observed by teachers (and students) work-based experiences so students will receive hands-on instruction on up to date technology of the industry. Creation of a computer lab with adaptive (software and hardware) technology for special populations will assist with the inclusion efforts of Washington High School and avail all students to industry standard technology.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Racine	HOE	Health YA Program	68	1	68	dkramer@racine.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Health Services Youth Apprenticeship		\$25,719			\$25,719	
The intent of this project is to prepare students with the understanding, knowledge and skills necessary to be successful beyond high school in a chosen career. A special focus for the "10% state reserve" will be the use of computer technology in the Health Youth Apprenticeship program. The students in the program will work on mastery of the competencies and also establish a crosswalk between the core academic competencies. Both sets of competencies will work in tandem to best prepare the students for success beyond high school whether to direct employment or continued post-secondary education at either an associate degree or baccalaureate level.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Sauk Prairie	HOE	Diversity Within the HOE Program	39	6	2	BREUNNA@staff.saukpr.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
CNA		\$11,990			\$11,990	
Sauk Prairie Health Occupations is an elective program that includes the following courses: Introduction to Health Occupations, Health Care Services, Health Occupation Cooperative, and Certified Nursing Assistant. The program has improved in enrollment numbers, especially in the area of nontraditional students. There are four male students enrolled in the Health Occupation courses (0 last year), the Health Occupation Co-op enrollment has increased 600% (0 enrollment last year), and the Certified Nursing Assistant Class has an enrollment of 13 students.						
1) Presently, 75 English as a Second Language (ESL) students are enrolled in this school district, but no student from a culturally diverse background is presently enrolled in the Health Occupation program. The plan is to increase program awareness to this population, and to also increase nontraditional career choice information. The healthcare needs of the community, especially the Hispanic population, are continually growing and the need for Hispanic health care workers to assist this segment of the community in receiving adequate and appropriate health care. Through the use of this grant, the district will be able to meet the needs of this segment of the population, both the students and the community alike. To meet the needs of this student body, the program would need to expand computer technology to include Spanish learning materials, audiovisual materials related to diversity within healthcare, and greater access to computer-based information, both in English and Spanish.						
2) To assist all students in learning about the technological components of the health care field, the classroom equipment needs to be expanded, therefore allowing students greater skill experiences. These opportunities will increase students' success in future career endeavors, especially ESL and special need students. Hands-on experiences will assist with language difficulties and improve learning strategies. To assist students in learning required skills, the program needs the addition of the following equipment: an electric bed with a trapeze, a hooyer lift, a hamper, a skeleton, and a blood gluucose monitor.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Sauk Prairie (continued)	HOE	Diversity Within the HOE Program	39	6	2	BREUNNA@staff.saukpr.k12.wi.us
3) To increase student awareness regarding cultural and nontraditional career opportunities the program needs the addition of audiovisual material, posters, and pamphlets to use for presentations. These materials will be used for presentations at the middle and grade school levels to promote Health Occupations to all students.						
4) To work with both the Guidance Department and the ESL teacher to discuss and promote the Health Occupation program. The ESL students presently share the same classroom as the Health Occupation classes, so the plan is to develop a classroom that highlights both diversity and nontraditional careers through the use of posters and audiovisual materials. The guidance department can assist in encouraging students to explore nontraditional career choices.						
5) To increase the number of guest speakers who work in nontraditional health care careers, health care workers with a variety of cultural backgrounds, and individuals of different cultural backgrounds and their experiences within the American health care system.						
6) Offer a variety of reading material that addresses nontraditional careers, cultural issues, and ethical issues within the health care system.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Whitehall (Alma Center, Arcadia, Blair-Taylor, Independence, Whitehall)	HOE	Health Services YA	25	7	25	stendahl@triwest.net
Type of Certificated Work-Based Learning Program		Request			Grant	
Health Services Youth Apprenticeship		\$30,243			\$30,243	
Over the past five years, local health care provider representatives have served on the advisory committee examining the Health Services Youth Apprenticeship program and were not in support of the past Health Services program because it required two years of commitment for students who could already obtain the Skilled Nursing Assistant Certification through a one-semester program offered in-house. The desire is to provide more post-secondary credit in various medical program areas at the technical college or university level. As the one-year Health Services Youth Apprenticeship program became available, the health care providers were now willing to extend this opportunity to students currently employed as Skilled Nursing Assistants. To meet the competencies of the program, each student has individualized instruction. While the current system offers some post-secondary credit into the medical profession (two credits for Medical Terminology), it is felt that the upcoming students in the program would be better served by a 10% State Reserve proposal where the future students will be able to receive up to nine post-secondary credits in medical programs.						
As the one-year Health Services Youth Apprenticeship program became available, the health care providers were now willing to extend this opportunity to students currently employed as Skilled Nursing Assistants. To meet the competencies of the program, each student has individualized instruction. While the current system offers some post-secondary credit into the medical profession (two credits for Medical Terminology), it is felt that the upcoming students in the program would be better served by a 10% State Reserve proposal where the future students will be able to receive up to nine post-secondary credits in medical programs.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Whitehall (continued)	HOE	Health Services YA	25	7	25	stendahl@triwest.net
<p>Through this proposal, nine technical college credits will be offered for students enrolling in the program for FY 2001. The courses are identified as follows with Western Wisconsin Technical College: Skilled Nursing Assistant, four credits; Applied Health Skills, two credits; Medical Terminology, two credits, and Exploring Health Careers, one credit. This proposed design will provide a higher quality program for students as instruction will be consistent, students will have opportunities to transition toward the medical programs at the technical college, and students will not have to repeat coursework completed during high school upon entry into the post-secondary school systems.</p> <p>Some of the coursework identified above are requirements for several medical degrees and certificate programs at WWTC and can also be used as elective credit in other programs. It is the hope that the Health Youth Apprenticeship program will be used as a "junior" program for students interested in the medical profession. In place of the second year of the Health Services Youth Apprenticeship program (upon the advice of local health care providers), the district is working with WWTC to offer a sequential set of coursework offerings available to seniors in areas such as dental assistant, medical laboratory technician, nursing, medical assistant, surgical technologist, etc. The local distance learning network will allow expansion of student's opportunity for credit into these medical programs. This would provide students with an excellent start into a career. The technical college is also working to articulate medical courses and programs with the universities in the area.</p>						

Marketing Education

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Beloit	ME	Marketing Co-op Skills Certificate Program	50	9	0	beardsle@sdb.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate, Entrepreneurship		\$14,516			\$14,516	
<p>Currently the Marketing Education Program at Beloit Memorial High School offers the General Marketing and Retail Marketing (new for 2000-2001) Skills Certificates to seniors enrolled in Marketing Education II and Marketing Cooperative Training. Students enrolled in Marketing II but not in the Co-op program can also complete the Skills certificate if the employer is willing to work with the program and provide mentoring to the student in the non-traditional co-op setting. Each student is provided with the competencies related to the respective career interest in a workbook format. This format allows the student to provide explanations, examples and experiences that relate to each competency.</p> <p>Students complete four to five competencies each week and report them on a weekly training report. Every three to four weeks the workbooks are turned in to the instructor to monitor progress. Mentors are asked to discuss competencies relating to on-the-job training and rate mastery of them. After each unit of study class time is provided to relate material learned to related competencies.</p> <p>The goals for the next year are to continue to use the General Marketing and Retail Marketing Skills Certificate competencies and to implement the Employability Skills Standards and Entrepreneurship Skills Standards. The School District of Beloit has added an Entrepreneurship and Small Business Startup class to the course offerings. This course will be part of the Marketing Department course offerings and be an excellent opportunity to implement the Entrepreneurship Skills Standards Certificate. The Employability Skills Certificate will be introduced to the Marketing I students which will give more students the opportunity to obtain the certificate even if continuation in the marketing program does not occur.</p> <p>Currently 31 students are working towards completion of Skills Certificates. The current training stations include: nine retail, eight business/personal service, seven food service, five financial services, and two general marketing businesses.</p> <p>Funds are being requested for eight Omnitech 800 computers at a cost of \$1700 each for use by students to better facilitate the completion of the skills certificate competencies and 20 hours of time to revise and develop workbooks for all five Skills Certificate areas for \$493.00.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #6 (Kimberly)	ME	ME Certified Internship	130	180	300	tkoch@cesa6.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op		\$31,335			\$31,335	
<p>The existing certified work based learning program at Kimberly high school is called the CERTIFIED MARKETING INTERNSHIP program. To enter this class, students must complete Marketing I with a grade of an A or B. The student must submit an application, a non-marketing teacher instructor approval, and must be employed in a Marketing related field for the duration of the school year.</p> <p>Part two of the program consists of the Skills Standard Certified Marketing Co-op program where students earn certificates through DPI and college credit through Fox Valley Technical College. This part of the program is supervised by the student's employer and cooperating teacher.</p> <p>The new addition to the program will consist of the retail learning lab. The manager(s) position will be opened up as a co-op training site for one of the internship students. The Marketing I students will be the employees and earn certificates similar to the ones issued by DPI (containing similar competencies). The setup for this program will prepare any student entering it to work toward the skills certification by DPI. It will allow students entering the Marketing I class to prepare for the internship experience.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #10 (Altoona)	ME	ME Co-op Skills	22	8	14	dunahee@cesa10.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Marketing and Retail Marketing Certified Skills Co-op		\$13,020			\$13,020	
<p>The purpose is to implement the Marketing Education (ME) Co-op Skills Standards Program (Marketing and Retail Marketing) in Altoona. This project will be an enhancement and extension of the basic grant submitted by CESA 10 under the CP funding. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the ME Co-op Skills Standards Program, articulated credits with technical college programs, career and post-secondary portfolio supporting student's achievement and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional (staff) development in the following areas: supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and academic standards, developing performance assessments, mentor training for business and industry partners, career development activities pertaining to ME, establishing articulated agreements with technical college program and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #10 (continued)	ME	ME Co-op Skills	22	8	14	dunahee@cesa10.k12.wi.us
<p>This project complies with federal and state requirements and use of funds as indicated in the Carl Perkins Act legislation and state plan. Core indicators and levels of performance will be used as a template for development of the Certified ME Co-op Program. Students will be able to achieve academic standards along with occupational and employability skills in the field of ME. Local advisory groups and a CESA 10 regional advisory council will provide input and directions on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA representatives. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, business systems, business management, and financial systems are some of the major needed occupational areas in CESA 10. Labor market profiles indicate shortages in these areas as well as in the areas of engineering and manufacturing.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Eau Claire (Memorial)	ME	Marketing/DECA	95	22	90	lhittman@ecasd.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$10,687			\$10,687	
<p>Memorial’s Marketing Education programs are committed to that connection of the classroom to the workplace. Five sections of introductory marketing and three sections of advanced marketing/co-op in the building are offered. In the past six years, Memorial High School’s marketing has worked hard to incorporate state skill standards into the program. The success of the program has improved two things for Memorial Marketing, accountability and value on the work site for students. Memorial High School’s Marketing has committed to adding all five skill standard offerings so the students can truly work toward professional goals. Traditionally Memorial has completed 35–45 students in the Skill Standard program. Over 75 students will be starting the program next year with a goal of 60–70 completing the project. In addition, next year the employability skills standards will be added in order to meet many needs. Students that fall short on completing the other standards, should still be able to meet the employability standards. In addition, special needs students, and one credit senior students could work to complete this standard. A unique addition next year is an attempt to have an additional group work toward completion of the standards. The Marketing I course is offered to only seniors. Next year, the employability standard will be introduced to those students and help them work to complete it. That is potentially 20-25 additional skill standards achieved. Strong relationships with co-op mentors have been established for years and continue to grow. The labor market is strong and the community has supported mentoring without question. Work with these training stations will continue and the quality of training stations keeps getting better every year. As recognition and support from the community grows, student opportunities expand. Traditionally summer parent meetings are used to establish individual goals for the student. Then work sites are selected based on individual goals of the student. Mentors are trained individually by high school Marketing Co-op Coordinators. A breakfast was offered where students and mentors could sit down together and set goals for the workplace. This has really connected the marketing programs, students, and mentors. Also, students have clear direction and focus for the training plans. The expectations are set high and early in the school year. Technology is a priority in the marketing program, it ties directly to the curriculum. The state standards and the Wisconsin State Skill Standards expect students to have access and experience to technology in marketing. Technology is relevant in all nine functions of marketing and classroom use is unlimited. For example; student portfolios, press releases, marketing plans, promotion plans, database marketing, advertisements, media scripts, ad copy, professional power point presentations, business plans, sales promotions, contracts and marketing proposals to name a few. Marketing Education is committed to the hands-on learning off all of these areas.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Holmen (Onalaska)	ME	Marketing/DECA	25	0	25	baebob@mail.holmen.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op		\$6,000			\$6,000	
The proposed project will implement the Wisconsin Marketing Education Co-op Skill Certificate program. The program will be introduced in a school district where Marketing Education is relatively new. The School District of Onalaska implemented a Marketing Education curriculum during the fall of 1996. Since then, the district has averaged 85-110 Marketing I students, 25-30 Marketing II/Cooperative Education students and 25-40 Entrepreneurship students in the Marketing Education curricular area. The implementation of this project will pilot all five Co-op Skills Certificate programs. This will happen with the cooperation of employers, guidance counselors, parents and students. This process will be in direct correlation to the vocational education goal statement to expand lifework education and to provide students with quality training experiences. Since the inception of Marketing Education in the school district of Onalaska in 1996, there have been a variety of training stations. The mix of employers include apparel, grocery stores, restaurants, general retail business along with some specialty advertising agencies. This program will further validate the co-op experience. The implementation of the Marketing Education Skill Certificate program will begin during the summer of 2001. All students who will be enrolled in Marketing II Cooperative Education for the 2001-02 school year will also be assigned to summer school. There, students and parents will be introduced to the certificate programs and select a certificate that will fit his/her work experience. Concurrently, the instructor will meet with employers to re-introduce this program giving the necessary training and orientation. From this point on, students enrolled in marketing education during his/her junior year, will be introduced to this program during the start of that year. Upon successfully meeting prerequisite for the Marketing II/Cooperative Education program, the student, parent, and employer will then select the appropriate certificate program. All parents of students enrolled in Marketing II will be invited to attend an evening meeting at the beginning of summer school. There, the program will be discussed along with training agreements for the respective students. Throughout the year, parents will continue to receive information through conferences as well as being asked to give input on a parental view of this program.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Madison	ME	ME: Implementing State Skills Certified WBL	20	5	0	rplagemann@madison.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
General Marketing Certified Skills Co-op		\$12,800			\$12,800	
The intent of this program is to offer a Marketing Education CO-OP (Internship). This program was not offered in the 2000-2001 school year. The intent is for the students to work toward earning a Skills Certificate in Marketing (General Marketing). This will be done to meet the State Goal of achieving work-based learning through the State Skills Certificate Program. Once this program is in place, the subsequent summer will be spent working with MATC (Madison Area Technical College) toward advanced standing. This status is fully expected, as another school in the Madison Metropolitan School District already has an agreement in place.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Medford	ME	ME Co-op Skills	9	2	4	dunahee@cesa10.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Marketing, Retail Marketing Certified Skills Co-op		\$12,828			\$12,828	
The purpose is to implement the Marketing Education (ME) Co-op Skills Standards Program (Marketing and Retail Marketing) in Medford. This project will be an enhancement and extension of the basic grant submitted by Medford under the CESA 10 LVEC responsibilities. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, a certificate indicating specific competencies achieved in the ME Co-op Skills Standards Program, articulated credits with technical college programs, career and postsecondary portfolio supporting student's achievement and skill development, and recommendations from business/industry mentor, supervising teacher, and district administrator. Funds will be used to provide professional (staff) development in the following areas: supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and academic standards, developing performance assessments, mentor training for business and industry partners, career development activities pertaining to ME, establishing articulated agreements with technical college program and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. Core indicators and levels of performance will be used as a template for development of the Certified ME Co-op Program. Students will be able to achieve academic standards along with occupational and employability skills in the field of ME. A local advisory group will provide input and directions on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA LVEC. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, business systems, business management, and financial systems are some of the major needed occupational areas in CESA 10. Labor market profiles indicate shortages in these areas as well as in the areas of engineering and manufacturing.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill	ME	Retail Marketing Co-op	30	5	30	konkol@maps.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Retail Marketing Certified Skills Co-op		\$4,000			\$4,000	
Start the Marketing Retail Co-op Certificate Program—The Marketing Co-op Certificate Program and the Marketing Employability Skills Certificate Program were implemented during the 2000-2001 school year. As of today, there are four students working on the Employability Skills Certificate and one student working on the Marketing CO-OP Certificate. Currently, the students are learning about general marketing, entrepreneurship, and retail sales. However, since we currently offer marketing only for one year, the coverage in these areas are minimal. The school store is used as the training lab, the classroom as the lecture/discussion/project area, and DECA as the extracurricular organization to put it all together. Last year the certificate program was started through grant monies. As the program is growing, more partnerships and contacts are being made with local businesses. The support received from administration, parents, students, and businesses has been phenomenal. Parents have become involved with activities inside the school day as well as outside of the school day. Also, there has been an increase in local business involvement. Business shows support through providing products and services as well as human resources for guest speakers and judges for DECA competitions. Local media (both newspaper and radio) have covered DECA events and have told us that they are willing to work with us again.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Merrill (continued)	ME	Retail Marketing Co-op	30	5	30	konkol@maps.k12.wi.us
The marketing curriculum at Merrill High School has come a long way, but it can go much further with more business involvement, continued administrative support, parental support, time, and financial assistance. There has been a good start in implementing the marketing certificate program and employability skills certificate program this year. However, because of decreasing budgets, the availability of resources and materials were limited. These programs will be improved by adding the retail marketing certificate program through additional materials and resources; therefore, a better quality program would be provided. The students are the essential part of the program and will be able to see the benefits of taking these classes through local promotions, the marketing class, and the marketing co-op. More businesses will be involved through support, mentorships, and job sites. Administrators will be able to see the positive effects of these classes and activities and to be a part of them. Parents will be able to see children grow academically and socially through DECA activities, academic activities, and projects. These parents will also have the opportunity to be part of these activities. Each of the parties identified will be used as resources for developing training plans and assessment/evaluations. Students will be provided the opportunity to choose a marketing certificate.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Monona Grove (De Forest)	ME	ME Skills Standards	124	35	100	michael_roth@mononagrove.org
Type of Certificated Work-Based Learning Program		Request			Grant	
Entrepreneurship Certified Skills Co-op		\$3,150			\$3,150	
DeForest has successfully implemented the Marketing Skills Certificate program. In the last year, participation has increased, with the goal of each student enrolled in internship to complete one of the marketing skills standards certificates. However, students enrolling in the capstone course and the internship program have not all had the same prerequisite coursework. For example, one student may have had the Marketing class and then go into the senior level program, whereas another student may have had only the Entrepreneurship course. In order to assist all students in achieving a marketing skills certificate, the student store will be revamped and reorganized. This is the perfect time to accomplish this, as the school is currently in the remodeling process and will have a new store location next year. Square footage will increase substantially, which will enable the expansion of the product selection and utilize the store as the learning lab that it was meant to be.						
With funds from this grant, a new computer POS system will be purchased for the student store. With that, the students will be able to achieve many of the competencies on the skills standards documents that in the past were difficult to achieve. It will also provide a better base of training for juniors prior to the senior-level internship program. It will enhance the concepts learned in the Marketing classroom and better prepare them for internship positions, future education, and careers. This system will replace basic cash register and it will be able to provide much more information with which to make sound business decisions. It will also allow access of the information in a timely fashion and to utilize it better in a classroom setting. The internship program has many strengths. The foundation of it is a strong marketing curriculum. In addition, the quality of internship placements is high; support from local businesses is strong. The school district supports that internship program by providing adequate time for the teacher-coordinator to make good placements, monitor on-the-job progress, and implement skills standards.						
It is hoped that with these program improvements enrollment in internship (and skills standards certificate achievers) will increase. Students will see the value of the training received at the school store and be more willing to participate in its operation.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Rice Lake	ME	Marketing Co-op Skill Standards	21	0	0	hufelj@ricelake.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Entrepreneurship, Executive Leadership, Marketing Skills Certificate		\$7,725			\$7,725	
<p>The proposed certified learning program is the Wisconsin Marketing Education Co-op Skills Certificate Program (Entrepreneurship, Executive Leadership, Marketing). It will be the second year offering the program. Twenty marketing co-op students successfully completed a Skills Certificate during the first year.</p> <p>Implementation—The intent is to continue to offer all five co-op skills certificate programs. It will operate with the involvement of employers, guidance staff, parents, students, LVEC, and curriculum coordinator. This program will be easily integrated into two major parts of the district's strategic plan. The strategy calls for students to take an active and primary role in a goal-setting and conferencing process. Implementation of the skills certificate program would actively engage marketing students in a form of student-led conferencing. This model may be adapted to other co-op situations within the district. Another strategy focuses the district on establishing and strengthening partnership opportunities with community businesses. The district's strategic plan specifically defines an action step to develop work experiences, apprenticeships, and job shadowing options. The continuation of a skills certificate program would be a key step in forging meaningful partnerships with area businesses.</p> <p>Training stations—Since the inception of the co-op program in 1981, there has been support of a variety of training stations. The employer mix includes sporting goods, apparel, hardware, gift shops, grocery, car dealerships, restaurants, as well as financial institutions. Although retail businesses comprise the majority of the training stations, there has been a good mix of service and wholesale businesses that support the program by offering students quality work experiences. For example, Rice Lake Weighing Systems is an industry leader in the global marketplace for precision scale instruments. Students have worked there over the years and at this date, four marketing graduates are employed full-time in either sales or management positions. In summary, the employer base of the co-op program is varied and diverse, not weighted toward a few stereotypical retail experiences.</p> <p>Parent involvement—Parents have been a valuable resource for the program. A meeting is held for parents at the start of each school year to go over the training agreement and the purposes of the program. Parents help throughout the year in many capacities; such as serving on advisory committees, judging for DECA events, guest speakers in class, as well as chaperones of field trips and DECA events. With the implementation of the skills certificate program, parent involvement will only increase. Parents will become more actively involved in the educational process.</p> <p>Student introduction to the skills program—At the start of the junior year, students who are enrolled in Marketing Education will be shown the skills program and set goals. General marketing skills certificate will begin at the junior level. For those in Marketing Co-op, students will (with the input of their parents and guidance staff) choose which skills certificate program is appropriate for them.</p> <p>Features of our program—There has been a tradition of having a solid Marketing Education program. An average of approximately 60-70 students enrolled in Marketing I over the years has been maintained and typically have had a Marketing Co-op enrollment of 22-25 per year. The program has gone through the vocational education five-year evaluation on two occasions and received high marks.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
West Bend	ME	Marketing Co-op Skill Standards	26	4	0	jfuehrer@west-bend.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Marketing, Entrepreneurship, Leadership, and Retail Marketing Certified Skills Co-op and Wisconsin Employability Skills Certificate		\$8,850			\$8,850	
<p>The present Marketing Co-op Skill Certificate Standards has been offering only the General Marketing Skill Certificate. Most students have been unable to advance to the other skill certificates because the worksites have not been able to offer all of the skill standards. The classroom is also shared with other classes throughout the day and a lab setting is not flexible to provide additional training. The development of a school store would provide adequate lab space and practical application of the skill standards which is needed to expand the Marketing Co-op Skill Certificates.</p> <p>Presently the training stations that are a part of the program are in retail, service occupational areas, and business to business or industrial marketing. In most cases the businesses or departments are small and may have limited staff and time to provide for additional training. Some of the businesses do not perform all of the marketing functions listed on the skill certificate.</p> <p>The skill standards that are often lacking in local businesses would be provided through the use of the school store in; Finance and Math; Management, Operations, and Distribution; Product and Service Planning; Purchasing and Pricing; Risk Management; and in some cases selling. With the addition of a school store, student’s skills will be able to be developed to better meet needs while offering the following Skill Certificates: Marketing, Entrepreneurship, Retail Marketing, and Employability Skills. A close look will be taken at the Leadership Certificate to see where the concepts of a store would help to develop that certificate as well.</p> <p>The school store will provide practical applications and authentic assessments for the Entrepreneurship, Marketing, and Marketing Co-op students. Early dialog with the special populations instructors indicates, with the adoption of a school store, the facility could be used to train special populations students during the times that the Marketing classes traditionally would not have the store open. Marketing students would also be able to learn how to mentor a new employee and offer new employee training. In turn by providing the skill training options the number of special students could increase in the marketing co-op program. Training all marketing students in the school store would allow for an earlier completion of skill standards, more than one skill certificate and readiness for transition to work or post-secondary education.</p> <p>The marketing students will also work with the architectural drafting and construction class to produce the architectural plans and build the school store.</p>						

Other Certificated Work-Based Learning Programs

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #11 (Amery, Baldwin Woodville, Barron, Birchwood, Boyceville, Cameron, Chetek, Clayton, Clear Lake, Cumberland, Durand, Ellsworth, Elmwood, Frederic, Glenwood City, Grantsburg, Hudson, Luck, New Richmond, Osceola, Pepin, Plum City, Prairie Farm, Prescott, River Falls, Shell Lake, Siren, Spooner, Spring Valley, St. Croix Central, St. Croix Falls, Turtle Lake, Unity, Webster)	Other/ES	ES: Youth-Run Enterprise	75	25	20	nancyg@cesa11.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$45,375			\$45,375	
<p>This proposed project will help students develop technology and entrepreneurial skills as well as become Employability Skills certified. This initiative brings together the growing need for technology literacy, the need for students to be prepared for meaningful participation in the world of work, the need for new models of schooling youth that reflects what is known about learning, and the shift from "job site training" to "job skills training" as a context for understanding the proposal. First, most would agree that relevancy and development of life-long learners are foundational components of the restructuring education movement. This effort is designed to address these issues in small rural districts. This is a unique opportunity to bring together the skills to be successful in jobs and relevancy of real work experiences for students.</p> <p>Students and teachers will engage in learning about the development and operation of youth-run enterprises. Each district will decide on the area of a local business, develop a local business plan, and then operationalize the plan. Students will participate in the appropriate course work at the high school or post-secondary institution. All students will be enrolled in the Wisconsin Employability Skills Certificate Program through the Wisconsin Department of Public Instruction. Key elements of the program will include:</p> <ul style="list-style-type: none">*State-issued employability skills certificate*Paid on-the-job work experience and service learning opportunities*Skilled mentors*Exposure to multiple aspects of the world of work*Performance evaluation of demonstrated competencies*Opportunity to receive advanced standing in post-secondary courses*A clear understanding of the career paths available students*A communication network between the instructors, students, mentors, parents and the school*Spring Celebration of Learning - Students showcase learning and enterprise outcomes						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #11 (continued)	Other/ES	ES: Youth-Run Enterprise	75	25	20	nancyg@cesa11.k12.wi.us
<p>The overall goal of this local grant is to develop a system of activities within local school districts and communities that successfully prepares all students for the transition from high school to work and/or post secondary education. This system will integrate school-based and work-based learning, occupational and academic learning, and link secondary and post-secondary education with the world of work. Each district will develop and implement a youth-run enterprise to foster integrated learning. Students would be able to earn post-secondary credit for training received. The next assumption is that the communication and technology labor market is future oriented and will only continue to expand. As regional businesses move into new management practices or implement continuous improvement processes they are expanding the use of emerging technologies. Future workplaces are envisioned as having the potential to have one's workstation where they are versus just at the worksite. Technology offers this new option for business and industry. Through this model the learning will focus on job skills rather than "specific job site" training. The job skills model offers learning opportunities which will provide for a smooth flowing, seamless process for moving from school to post-secondary to work. Because of the rural nature of this area of Wisconsin, the model focuses more than the traditional model on bringing resources to the learner versus the learner to the resources. Student's worksites will include traditional worksites and school, but because of the options technology offers the work need not be site bound.</p> <p>Partners will help schools to develop youth-run enterprises. These enterprises will be based on a variety of essential skills. The needed skills are related to technology, planning, and organizational development and employability skills. All partners have the potential to serve as mentors and collaborators in achieving improved student learning. Partners involved in developing post-secondary credit options will be UW-Stout, WI Indianhead Technical College, and Chippewa Valley Technical College. Work will continue with the Tech Prep curriculum specialists at each institution. There is potential for some students to become enrolled in Information Technology Youth Apprenticeships through this effort. That will be a desired outcome that may occur in year one, or not later than year two. The coordinator will arrange regional training, facilitate and monitor enrollments, visit classes and job sites regularly to consult, share information and monitor progress, convene the advisory committee and foster communication among other partners, seek resources to foster sustainability, provide fiscal oversight and develop reports.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #12 (Bayfield)	Other/Multi	ES Bayfield	15	9	5	freds@cesa12.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$16,128			\$18,772	
<p>In January, 2001, Bayfield school district administrators participated in a meeting with 20 members of the Bayfield Chamber of Commerce to discuss the workforce needs in the area. This proposal is a result of that meeting, and an earlier one with the Technology Education Advisory Committee. It will result in two options for students. One option would be to participate in a 1/2 credit, one semester course in employability skills with the opportunity to earn a State Employability Skills Certificate through that class and related work experience. This class could include topics related to what it takes to start and sustain a small business (which is very relevant to the Bayfield area). The other option would be to earn a state employability skills certificate through a regular vocational education class in which the curriculum has been modified as described below (taking into account the results of the employer survey).</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #12 (continued)	Other/Multi	ES Bayfield	15	9	5	freds@cesa12.k12.wi.us
In partnership with the Bayfield Chamber of Commerce, this spring the district's school-to-work team will conduct a survey of area employer hiring needs and those who are willing to participate in this integrated employability skills program. During the summer, teachers will write curriculum for the employability skills class, as well as curriculum that integrates employability skills and relevant components of existing youth apprenticeship and state certified co-op programs into the courses currently offered. The courses and curriculum selected will be based on the results of the survey. The idea is for vocational education teachers to create a one semester work-based learning experience, within the current curriculum, for students who are willing to commit to such an effort. The work-based learning program will have both an employability skills component (based on the state's requirements for a skill certificate) and an occupational skill component (based on the adaptation of youth apprenticeship or skill certified co-op curriculum into one semester). The work component of the program will be as closely aligned to the revised curriculum as possible and will include a commitment from the employer to teach the relevant competencies, monitor student achievement in cooperation with the school-to-work coordinator, and mentor students. Students will be expected to work at least 180 hours, as required for the Employability Skills Certificate. The numbers to be enrolled include students in the 1/2 credit class who commit to earning the state certificate as well as those enrolled in the modified vocational education courses.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #12 (South Shore, Washburn)	Other/Multi	ES Certification Program	27	6	5	freds@cesa12.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$9,465			\$14,321	
This project requests funds to develop and offer an Employability Skills Certificate course and work-based learning program that is incorporated into the vocational education departments of both schools. Funds are requested for curriculum materials, staff costs associated with preparing the ESP curriculum, development of a local employers council, and additional time for the STW coordinator to plan and implement this project. Based upon the number of students who have expressed an interest in this program, it is anticipated that 27 students will enroll in the program. Students that participate in this program will enroll in a vocational education course and be placed at a related work-based learning job site, participate in a 45 hour employability skills course, and complete 180 hours of on-the-job training. The vocational education faculty will develop worksite training goals in conjunction with an employer and teach the vocational content. Employers will provide on-the-job training and 180 hours of work experience. The STW coordinator will teach the Employability Skills Course, monitor worksites, track student attendance, and coordinate with teachers and employers to evaluate and grade students.						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Milwaukee (Riverside)	Other/Multi	Expand RUHS Network Academy	70	35	60	bealecx@mail.milwaukee.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
CISCO		\$47,577			\$47,577	
<p>The Riverside Network Academy Program started in August, 1999. Students are enrolled in a series of classes in which an opportunity to develop the skills needed to design, build, and maintain computer networks is made available. The four-semester curriculum was donated by CISCO systems and is completely web-based, allowing students to participate interactively in each lesson. In addition, through the online curriculum, students get a hands-on experience building and testing a model network. The Network Academy program helps prepare students for the CISCO Certified Networking Associate exam and also prepares students for higher education. Riverside has also entered into an articulation agreement with Milwaukee Area Technical College. This provides students an opportunity to earn post-secondary credit while in high school.</p> <p>It is the goal of the project to increase the number of classes offered in the Academy. Presently, there is one first-year class. An expansion of two first-year classes and one second-year class is needed. The long-term goal is to have at least five classes in the Academy and have senior level students involved in a work co-op situation.</p> <p>Student interest in the Academy is high. To service increased number of students and provided these students with more hands-on experiences, Riverside needs to expand the curriculum lab space and purchase additional practice lab equipment.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Stockbridge	Other/ES	ES Certificate Program	20	3	20	loiprost@stockbridge.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$6,660			\$6,660	
<p>The Stockbridge school district’s Employability Skills Certificate program will consist of the following components: (1) SCANS skills, (2) school-supervised work-based learning experience and (3) career plan. The SCANS skills will be demonstrated and assessed in a number of settings, at school in the community. An Employability course which will be combined with a required Consumer Education course to assist in teaching these competencies, allowing students to achieve integrated learning experiences connecting school and work. The work-based experience component should be paid. Unpaid work-based learning will be dealt with on a case-by-case basis. Developing an Individual Career Plan (ICP) will facilitate students' smooth transition from school to work or further learning. An ICP will assist students and parents in relating each student's career interests and post-secondary higher education aspirations to individual aptitudes and achievements. The objective is to make a plan of action that the student will follow after graduation. The plan provides concrete post-secondary plans and tentative career goals, identifies the steps that are required, and reinforces the commitment and responsibility of each student to take charge of his or her career.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Stockbridge (continued)	Other/ES	ES Certificate Program	20	3	20	loiprobst@stockbridge.k12.wi.us
<p>This written document is developed jointly by students, parents, and school personnel. Although ICP development is a joint venture and the post-secondary plan ultimately reflects decisions made by students and parents, the school will be responsible for managing the process and for providing students and parents with objective data that enable them to periodically evaluate the plan.</p> <p>The Stockbridge school district will provide DPI-licensed teachers that will work with students, parents, and employers to implement the program. Supervising teachers will be provided one-half hour per student per week to coordinate the program, conduct work site visits, etc. The district will seek to be DPI approved on an annual basis and the certificate will become part of the student's career portfolio.</p> <p>The supervising teacher, along with input from the employer and the student, will be responsible for assessing student progress during each grading period on the learning goals and employability skills identified on the Student Employability Skills Record. For those tasks on which the student receives a low rating, the teacher will identify specific areas where improvement is needed and suggest ways the student can improve performance.</p> <p>Students will be placed with employers in accordance with abilities and career objectives through a comprehensive career development process. For some students without a career interest area, the work-based experience will serve as a career exploration activity. The student selection process will be fair, equitable, and address the needs of all student populations and adhere to all state and federal laws. The learning activities at school and in the community will be rigorous in providing for opportunities to achieve employability skills and learning goals issued by the DPI.</p> <p>A training agreement will be on file for every student participating in the program. This written agreement will specify commitment and responsibilities of the employer, the student, the school and the parent/guardian, and will be signed by each prior to the start of the work-based experience. Part of the process will be completing an Individual Career Plan by each student before applying for a Wisconsin Employability Skills Certificate. Every high school student will be doing this in a career unit within a required Information Processing class.</p>						

Technology Education

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #5 (Nekoosa, Poynette, Rio)	TE	CAD	20	4	18	hilleshiemp@cesa5.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Computer Aided Drafting Youth Apprenticeship		\$25,938			\$19,616	
<p>The Technology Education departments of the school district's of Rio, Poynette and Nekoosa are very interested in developing the Wisconsin Cooperative Education Skill Certification/Level 1 Youth Apprenticeship for Computer Aided Drafting/CAD. At this time each district has attempted to integrate into other classes units relating to computer aided drafting. However, the software and/or technology has not been available to expand computer aided drafting into a complete program. With the assistance of the 10% state reserve grant, the emphasis would be placed on development of learning activities related to the competencies of the program, purchase of CAD software, CAD training for the instructors and recruitment of businesses for student employment.</p> <p>By allowing the technology education instructors opportunities to network together, a learning community will be established and will assist the instructors in creating a bank of learning activities, lab projects, and assessments to share with one another. In this certificate program, students must meet challenging academic and career-technical standards to prepare for entry directly into the world of work after graduation or to continue higher education in the area of computer aided drafting. In communities where employment opportunities are limited, it is very important that programs be developed that will provide students with hands-on skills and knowledge that will give them the confidence to enter post-secondary education programs. Instructors will establish connections with the appropriate technical colleges to secure articulated credit for students completing this certificate program, as we know this is important to the parents and students of the communities. Working together with buiness and industry partners, the school districts look forward to expanding class offerings in Technology Education and implementing the Skill Certificate Cooperative/Youth Apprenticeship CAD program for students.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #6 (Kaukauna)	TE	Technology ES at Kaukauna	26	8	16	tkoch@cesa6.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Wisconsin Employability Skills Certificate		\$4,895			\$4,895	
<p>This project at Kaukauna High School is proposed by the Kaukauna Technology Education Department and will provide a Wisconsin Employability Skills certificate progam with a competency-based program in Manufacturing and Automated Systems Technology. Students who complete the program will have a completed training record of classes/lab technical documentation and SCANS skills, including at least 180 hours work experience. During the paid supervised work component of the student's program, the individual will work at least 15 hours per week throughout the school year in the manufacturing field. A unique aspect of this plan is the availability of the class/lab portion of the program as a fully interactive distance learning module. The instruction and lab will be available over the Fox Valley Technical College (FVTC) CASCADE network and will include lab material packages for participating schools. Ariculated credit has been planned for as a goal to be offered once the program is fully established and proven to meet the standards of FVTC and Kaukauna High School.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #6 (continued)	TE	Technology ES at Kaukauna	26	8	16	tkoch@cesa6.k12.wi.us
<p>The purpose of the program is to establish a strong competency-based component for Manufacturing Technology tied to an Employability Skills Program. In order to respond to the needs of the students, and based on input from parents and industry, a comprehensive entry-level orientation and practice for manufacturing opportunities will be offered. This funding combined with industry support, district Technology Education budgeted funds, and equipment plus expertise donated by the Manufacturing Division of Fox Valley Technical College will assure that the program will get off to an effective start. The automated manufacturing advisory group recommended the industry standard software, programmable logic controllers and robotic systems that this project will entail. This proposal will align the Kaukauna industrial equipment, FVTC articulation plans, and will provide students a direct link for meaningful work placement in the automated manufacturing field.</p> <p>In order to meet the needs of this project’s goal of having Kaukauna's first 26 students in an employability skills program, it proposed that software and stations and robotic kits will be purchased to allow students to take this course offered through FVTC and Kaukauna High School through distance learning. Other competencies on SCANS skills, workplace ethics, and harassment issues will be handled via the high school staff and employers. Even though the Kaukauna plan is to begin with an employability skills program, the goal is to have students move into the Manufacturing Youth Apprenticeship program or opt for this program also this year. Therefore, of these 26 students, at least four of them are expected to go into Youth Apprenticeship programs as a result of the project this year.</p>						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
CESA #12 (Ashland)	TE	Ashland Auto CAD	48	9	48	freds@cesa12.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
AutoCAD		\$50,000			\$50,000	
<p>There will be an upgrade of a current program in drafting (Tables and Rulers) to an AutoCAD program and lab. Two sections will be scheduled of 24 students in the 2001-2002 school year. The plan is to make this a two-year, two-level offering, to have students complete the exam for AutoCad certification, and to develop a limited number of worksites for shadowing and level one apprentices. The advisory committee is willing to assist in this. The level of student skills in mechanical design will be upgraded and the number of females and special populations enrolled in technical education will increase. The student population is 17% Native American. Collaboration with the Native American home/school coordinator will continue in order to assure access to this program by the Native American students. The goal in this area will be to have full or greater equity.</p>						

Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
La Crosse	TE	Electronics Certified Skills Co-op and A+ Certification	114	40	57	aohern@mail.sdlax.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Electronics Certified Skills Co-op, A+		\$33,500			\$33,500	
Through the 10% state reserve funding, the technology instructors will have the opportunity to write computer construction and maintenance curriculum for the computer construction course to be offered for the 2001-02 school year and to revise the technology education co-op curriculum to offer Electronics Skilled Certified Co-op . The co-op coordinator will work with the community to develop new worksites in this field. This grant will also be used to purchase trainers and equipment for this certification. This instruction will be used as a feeder to the Cisco Networking Academy as well as an integral part of the Electronics Skilled Co-op program. Students successfully completing this training will be eligible for the Electronics Skilled Co-op Certificate as well as eligible to sit for the A+ certification exam.						
Fiscal Agent	Funding Source	Project Name	# Students	# Special Pops Students	Post Secondary Credit	Contact Person
Platteville	TE	CAD	12	2	12	quam@platteville.k12.wi.us
Type of Certificated Work-Based Learning Program		Request			Grant	
Computer Aided Drafting Certified Skills Co-op, Wisconsin Employability Skills Certificate Program		\$25,050			\$25,050	
The project would encourage increased student participation in the Certified Skills Co-op Computer Aided Drafting Program. It would also increase the number of students earning post-secondary credit through the Certified Skills Co-op Computer Aided Drafting Program offered by the Southwestern Wisconsin Technical College. Both of these would significantly improve career possibilities. The project would also encourage increased student participation in the Wisconsin Employability Skills Certificate Program .						
Gender equity —At the present time one female is participating in an engineering-based program. Given the opportunity to expand, the engineering program would increase the number of females and special population students who could benefit from this type of experience. Presentations will be made to all sophomore and junior students in the English classes regarding youth apprenticeship, co-op skills certificates, and work experience programs. All sophomore students will be given the opportunity through the career unit in the English classes to job shadow. Students who complete the skills programs will be honored at the annual Work Experience Recognition Night which is attended by over 200 students, parents, employers, and administrators every year.						
Each student will keep a portfolio of all work completed both in hard copy and in electronic form. The electronic form will serve as part of the student’s final project of a digital portfolio which will be saved in HTML format and could be posted to a website. The technology education department has aligned the design curriculum to meet local, state, and national tech ed standards.						